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ABSTRACT

This is the first semester teaching guide for a ninth and tenth grade United States History course. It is a survey of the nation's story in chronological order, and is designed to assist the student in forming a mental time-line of events and issues. The stress in history is on an understanding of important movements, trends, concepts, and issues rather than the memorization of numerous and isolated details. Critical thinking, inquiry, and problem solving skills will be developed. In this course students will: 1) systematically gather pertinent information regarding a problem; 2) share information with fellow students in a variety of ways; 3) form accurate generalizations from facts; 4) distinguish between assumptions and facts; 5) participate in discussions thoughtfully and courteously; and, 6) state conclusions which are supported by facts and reasons. Besides class discussion and reporting, the learning activities include: role playing, creative dramatics, display making, music appreciation, and creative writing. The content for the 34 lessons, texts, and other resources are also outlined in detail. For related curriculum guides see SO 001 272 and SO 001 273.
(Author/AWW)

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UNITED STATES

HISTORY

part 1
grade 9

SP001271

OKLAHOMA CITY PUBLIC SCHOOLS. . . .1970

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AN HISTORICAL OVERVIEW:

SEMESTER I OF UNITED STATES HISTORY

In this first semester of United States history, you will survey our nation's story in a chronological order with emphasis on large ideas and important trends. This should assist you in forming a "mental time-line" of events and issues. Then in semesters II and III of United States history in the tenth grade, you will study issues and special units in greater depth. A detailed study of historical data is not the objective of semester I. Instead, it is a wide panorama of overall trends, the spirit of the times, and general chronology.

The stress in history is on an understanding of important movements, concepts, and issues, rather than the memorization of numerous and isolated details. Critical thinking skills and analysis will be developed. In the course of United States history students will:

1. Systematically gather pertinent information regarding a problem.
2. Share information with fellow students in a variety of ways.
3. Form accurate generalizations from facts.
4. Distinguish between assumptions and facts.
5. Participate in discussions thoughtfully and courteously.
6. State conclusions which are supported by facts and reasons.

FOUNDATIONS OF OVERSEAS EXPANSION
(Pre-Telecast Lesson)

I. Desire for Trade
   - A. Role of crusades
   - B. Products and trade routes

II. Necessary Knowledge
   - A. Techniques
   - B. Inventions

III. Growth of Nationalism
   - A. Power
   - B. Riches

Problem

Why did the major European nations not discover America 100 years earlier?

Activities

Guest speakers:

1. A retired naval commander or captain to discuss the superstitions, legends, techniques, and ships of the 15th century.
2. An astronomer to discuss the astrolabe and superstitions of the sea in the 15th century.

Student reports:

1. The above if guests are not available
2. The civilization of the Aztecs and the Incas
3. Viking explorations and technology
4. Marco Polo
5. Theories on how America was peopled by Asians or "Indians"
6. Astrolabe and compass
7. Maps
8. Improvements in sailing ships
9. Printing Press
10. Prince Henry the Navigator
11. Overland trade route to the Far East
12. Products of the Far East
13. Power of Kings

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Displays:

1. Map of routes taken by crusades and the territory held by the Turks
2. Illustrations of old sea legends and superstitions
3. Articles or illustrations of articles which Europeans desired to interchange in trade with the East
4. Map of Europe's most powerful nations
5. Models of sailing ships as they improved design

Dramatization and demonstration:

1. The way a ship's hull affects its ability to stabilize in rough water
2. The use of a compass and astrolabe

Buzz groups:

1. Did the printing press help in the discovery of America?
2. Why did the American Indians not discover Europe?
3. Did the Vikings really discover America before Columbus?
4. How do the foundations for overseas exploration in the 15th Century compare with the foundations and knowledge necessary to explore outer space today? With exploration of Antarctica?

Conclusion

The major European nations did not discover America 100 years earlier because _____

_____

_____

_____

Films

1. Crusades
2. Medieval Crusades
3. Printing Through the Ages
4. Vikings and Their Explorations
5. Ocean Currents
6. Incas
7. Aztecs
8. Race for Space
9. Rise of Nations in Europe
10. Marco Polo
11. Antarctica
12. British Monarchs
13. Boats: Buoyancy, Stability, Propulsion
14. Sails in the Wind

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Texts:

1. Eibling, History of our United States, pp. 62, 65
2. Shafer, A High School History of Modern America, pp. 14, 17
3. Shafer, United States History for High Schools, pp. 14, 16, 17
4. Todd, Rise of the American Nation, p. 4
5. Wade, History of the United States, p. 23
6. Current, United States History, pp. 148-50, 128-29, 267, 520, 195

Lesson 1

RACE FOR EMPIRE AND TRADE

I. Search for Eastern Routes

II. European Claims

III. Colonization
   - A. Motives
   - B. Methods
   - C. Conflicts

Problem

What did the European nations hope to gain?

Activities

Student reports:

1. Papal line of demarcation
2. Spanish explorers (Columbus, DeSoto, Balboa, DeVaca)
3. British explorers (John Cabot, Sea Dogs)
4. French explorers (Marquette, Cartier, LaSalle)
5. Conquistadores: Cortez, Coronado, Pizarro
6. Legend of Fountain of Youth
7. Legend of Seven Cities of Gold (Cibola)
8. Cultural remains of Portuguese in Brazil
9. Cultural remains of Spanish in Mexico
10. Cultural remains of French in Eastern Canada
11. European beliefs about the size and land masses of the world before Columbus
12. Spanish missionaries
13. Defeat of Spanish Armada
14. Huguenots of France
15. London Company

Displays:

1. Model of world as Europeans believed it to be after Columbus' first voyage
2. Colored map showing conflicting claims and Papal Line of Demarcation
3. Chart on the advantages of transporting goods by a single sea voyage

4. Map of early land and sea trade routes to the East
5. Map of routes of explorers
6. Illustrations of what explorers hoped to find
7. Have maps comparing Spanish colonies today and in 1500's
8. Chart of a cycle showing the way London Company expected to get a profit return on their investment

Demonstration:

1. Role-play a Spanish, English, French, and Portuguese explorer as they officially "claimed" land for their respective countries using flags, etc.
2. Role-play conversations between colonists of different nationalities as they explain their reasons for going.

Buzz groups:

1. How do international rivalries for territory and influence in the 15th century compare with such competition today?
2. Could the English have obtained and kept colonies in America if the Spanish Armada had been victorious?
3. Did Europeans have a right to claim America since the Indians were here first?
4. How has the world's attitude toward colonies changed since the 1500's?

Conclusion

The major European nations raced for an empire because _____

_____

_____

_____

Films

1. Age of Discovery
2. Discovery and Exploration
3. Colonial Expansion of European Nations
4. England of Elizabeth
5. Spanish Conquest of the New World
6. Christopher Columbus
7. French Influences in North America
8. Path of Columbus
9. Peter Stuyvesant
10. California Missions
11. Colonial Family of New France

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1. Eibling, History of Our United States, pp. 62, 65
2. McGuire, The Story of American Freedom, pp. 50, 51, 52
3. Shafer, A High School History of Modern America, pp. 14-28, 34-35
4. Shafer, United States History for High Schools, pp. 13-29
5. Todd, Rise of the American Nation, pp. 20, 21, 23
6. Wade, A History of the United States, p. 26
7. Current, United States History, pp. 22-45

Lesson 2

LIFE IN THE BRITISH COLONIES

I. Religious Freedom

II. Social Structure

III. Political Control

IV. Economic Opportunities

Problem

Did coming to America solve the people's problems?

Activities

Student reports:

1. Witchcraft Craze
2. Roger Williams
3. Indentured Servants
4. Congregational Church and the Puritans
5. Availability of Free Land
6. A Royal Colony
7. Ann Hutchinson
8. Docia Classes
9. Slave Ships
10. English Debtors' Prisons
11. The Enclosure Movement in Britain
12. Dissenters in Britain

Displays:

1. Illustrations of colonial dress as it indicated social class
2. A religious map showing the areas where there was an officially established church in the colonies
3. With figures and arrows, illustrate the different types of colonial government
4. Figures showing the different nationalities coming to the British colonies

Dramatization and demonstration:

1. Role-play the trial of Anne Hutchinson by the Puritans

Conclusion

Did coming to America solve people's problems? What were the solutions? What were the exceptions? _____

_____

_____

_____

Films

1. Eighteenth Century Life
2. Education in America
3. American Literature: Colonial Times
4. Beginning at Plymouth Colony
5. Colonial Expansion
6. Early Settlers of New England
7. English and Dutch Colonization in the New World
8. Jamestown Colony
9. Jamestown: First English Settlement
10. The Mayflower
11. Planter of Colonial Virginia
12. William Penn and the Quakers
13. Plymouth Colony: The First Year
14. Colonial Printer

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Texts:

1. Bragdon, History of a Free People, pp. 12-27
2. Eibling, History of Our United States, p. 80
3. McGuire, The Story of American Freedom, 92, 93
4. Shafer, A High School History of Modern America, pp. 17-28
5. Todd, Rise of the American Nation, pp. 59-74
6. Wade, A History of the United States, p. 32
7. Current, United States History, pp. 229-32, 22, 266, 33-34

Lesson 3

BRITISH RULE BEFORE 1763

I. The Theory of Mercantilism

II. British Application
   A. Advantages
   B. Disadvantages

III. Results of Colonial Wars
   A. End of French Wars
   B. British war debts
   C. Colonial self-confidence

Problem

Was British rule before 1763 a help or a hindrance to the colonies?

Activities

Student reports:

1. British subsidies for colonial production of indigo and naval stores
2. Tobacco production in America and the British market
3. Comparison of coin drain in colonies and gold drain today
4. Reaction of colonial speculators to the Proclamation Line of 1763
5. British war debt and the cost of defending the colonies
6. The Hat Act
7. Navigation Acts of mid-seventeenth century
8. British protection of slave trade

Displays:

1. A map showing the different patterns of triangular trade
2. Draw the different kinds of coins and paper money used in the colonies (or display reproductions)
3. A map showing the way coins flowed in and out of the colonies
4. Map showing the Proclamaion line of 1763 and the areas inhabited by Indians and by colonists
5. Graph showing the way British debts had increased during the war

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Buzz groups:

1. Does mercantilism still exist today?
2. Who benefited the most from mercantilism -- the colonists or the British?
3. Was it just or fair that the colonists should pay the war debts after 1763?

Conclusion

British rule before 1763 was a (help - hindrance) to the colonies because

_____

_____

_____

Films

1. Colonial Expansion of European Nations
2. The Story of Money
3. French and Indian War

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2. Acheson, Patricia C., America's Colonial Heritage, Dodd, 1957
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10. Fleming, Thomas, "The Boston Massacre," American Heritage, December, 1966, The Trial
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Text:

1. Bragdon, History of a Free People, pp. 26-27, 38, 41, 43
2. Eibling, The Story of America, pp. 102, 103, 108, 109
3. McGuire, The Story of American Freedom, pp. 73, 74, 92, 93
4. Shafer, High School History of Modern America, pp. 47, 57, 58
5. Todd, Rise of the American Nation, pp. 49-57
6. Wade, A History of the United States, pp. 55-60
7. Current, United States History, pp. 17-43

Lesson 4

COMPROMISE OR CONFLICT

I. The Role of Colonies in the Empire
   A. British viewpoint
   B. Ame' .can opinions

II. Regulation and Civil Disobedience
   A. Stamp Act and repeal
   B. Townshend Acts and repeal
   C. Tea Act and Tea Party
   D. Intolerable Acts and First Continental Congress

Problem

Were revolt and separation necessary?

Activities

Student reports:

1. Comparison of Sam Adams' version of "Boston Massacre" and an objective account
2. The billeting of British troops in the colonies
3. Boycotts by Colonists
4. The benefits of the Tea Act to the colonial consumer
5. "Taxation without representation"
6. Edmund Burke and his views
7. King George III
8. The Tea Act and the colonial merchant
9. Committees of correspondence
10. Patrick Henry
11. The British Government and its organization

Displays:

1. Signs and posters supporting citizen boycotts
2. Signs and posters explaining Stamp Act

Creative writing:

1. Compose editorials from newspapers which had different opinions on the Boston Tea Party

Dramatization and demonstration:

1. Dramatize the Boston Massacre (as it actually occurred and as reported by Sam Adams)
2. Dramatize the trial of the British soldiers after the massacre

Buzz groups:

1. Were the colonists wanting the rights of Englishmen or new privileges and freedoms?
2. What do you think was the chief concern of the colonial merchants?
3. Are the methods of protest before the Revolution alike or different from those protestors of today?
4. Could the colonies have developed and progressed under British regulation and supervision as well as they did without it?
5. Was a break between the colonies and the mother country eventually bound to come? Why or why not?

Conclusion

Revolt and separation (were - were not) necessary because _____

_____

_____

_____

Films

1. American Revolution: Background Period
2. Boston Massacre
3. Boston Tea Party
4. Decision at Williamsburg
5. Give Me Liberty, 13-1-24
6. Patrick Henry of Virginia

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3. Eibling, History of Our United States, pp. 102-04, 108-15, 121-22
4. Eibling, The Story of America, pp. 102-22
5. McGuire, The Story of American Freedom, pp. 107-09
6. Shafer, Modern America, pp. 64-69, 81
7. Shafer, United States History, pp. 64-69, 81
8. Todd, Rise of The American Nation, pp. 93-108, 110
9. Wade, A History of the United States, pp. 70-89

Lesson 5

THE REVOLUTIONARY WAR

I. Colonial Divisions
   A. Loyalists
   B. Patriots
   C. Neutrals

II. Key Battles
   A. Lexington and Concord
   B. Saratoga
   C. Vincennes
   D. Yorktown

III. Collapse of British Morale

Problem

Why was powerful Great Britain defeated?

Activities

Student reports:

1. Hessians
2. Benedict Arnold and Nathan Hale
3. Conway Cabal (plot)
4. Marquis de Lafayette
5. John Paul Jones
6. The treatment of Loyalists by patriots
7. The role of black Americans in winning independence
8. French alliance
9. Thomas Paine's Common Sense
10. The Declaration of Independence

Displays:

1. Map locating the key battles
2. Chart of the divisions of sympathy among colonists
3. British uniforms compared with continental dress
4. Chart battle fortunes of colonial armies

Dramatization and demonstration:

1. Role-play a situation which would explain the phrase "not worth a Continental!"
2. Role-play conversation in which colonists conclude that sacrifices are too great for anything less than independence
3. Role-play indifference of some colonists to results of war
4. Dramatize surrender of Cornwallis at Yorktown

Buzz groups:

1. Why did some Americans object to the phrases in the Declaration of Independence "that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness"?
2. Why did Great Britain become "war weary"?

Creative writing:

1. "The unsuccessful American Revolution"

Conclusion

Powerful Great Britain was defeated because _____

_____

_____

_____

Films

Thomas Jefferson, 32-2-3

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3. Eibling, History of Our United States, pp. 125-147
4. Eibling, The Story of America, pp. 125-147
5. McGuire, The Story of American Freedom, pp. 107-122
6. Shafer, A High School History of Modern America, pp. 85-94
7. Shafer, United States History for High Schools, pp. 85-94
8. Todd, Rise of the American Nation, pp. 109-134
9. Wade, History of the United States, pp. 89-114

Lesson 6

THE ARTICLES OF CONFEDERATION: ONE NATION OR THIRTEEN?

I. Organization Under the Articles

II. Problems of Disunity
   A. Trade barriers
   B. Money differences
   C. Foreign affairs
   D. Inability to settle quarrels

III. Settlement of Western Lands

Problem

Should the state governments have remained all-powerful?

Activities

Student reports:

1. Financial weakness of national government
2. Spanish closing of Mississippi River to trade
3. Shay's Rebellion
4. Efforts to amend Articles of Confederation
5. British reluctance to trade with new nation
6. The son of slavery in Northwest territory

Displays:

1. Chart the way land was surveyed
2. Chart showing the organization of the government under the Articles of Confederation
3. Cartoons illustrating the problems arising out of differences in state laws

Creative writing:

1. A History of the Thirteen Sovereign States of North America

Dramatization and demonstration:

1. Role-play a trader with goods barred from crossing into another state without paying a high toll.

Buzz groups:

1. Could the Articles of Confederation have been changed enough to have lasted? If so, how?
2. What if another nation had attacked the United States while it was under the Articles?
3. Would merchants want a strong central government?
4. Are there states today which would prefer a confederated system like the Articles?

Conclusion

Should the state governments have remained all-powerful? Why or why not?

_____

_____

_____

Films

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2. Current, United States History, pp. 82-93
3. Eibling, History of Our United States, pp. 150-154
4. Eibling, The Story of America, pp. 150-154
5. Shafer, A High School History of Modern America, 97-109
6. Shafer, United States History for High Schools, pp. 97-109
7. Todd, Rise of the American Nation, pp. 135-149
8. Wade, History of the United States, pp. 117-126

Lesson 7

BLUEPRINT FOR THE NATION

I. Convention
   A. Delegates
   B. Purposes

II. Constitution
   A. European influences
   B. Compromises

III. Ratification
   A. Opposition
   B. Support
   C. Acceptance

Problem

If you had lived in 1787-88, would you have voted for the Constitution?

Activities

Student reports:

1. Elastic Clause
2. Methods of ratification
3. Voter qualifications to ratify Constitution
4. Federalist Papers
5. Charles A. Beard's thesis on the Constitution
6. Distrust of common people as reflected in Constitution
7. Theory of separation of powers (checks)
8. The Greek democracy
9. The Bill of Rights

Displays:

1. Magazine pictures depicting the Preamble in terms of today
2. Chart compromises on a ledger

Creative writing:

1. Write newspaper editorials with one supporting ratification and the other opposing it
2. Changes you would have made in the Constitution in 1786

Dramatization and demonstration:

1. Debate over ratification
2. Convention debate over continuing importation of slaves

Buzz groups:

1. Why were the "radicals" of the Revolution not present at the convention?
2. Did the Constitution provide for democracy as you think of it today?
3. Do you think the Constitution treated all classes of society fairly?
4. Do you agree or disagree with Charles Beard? Why?

Conclusion

If you had lived in 1787-88, would you have voted for the Constitution? Why or why not? _____

_____

_____

_____

Films

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3. Eibling, History of Our United States, pp. 154-86
4. Eibling, The Story of America, pp. 154-86

Texts:

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6. Shafer, A High School History of Modern America, pp. 109-16
7. Shafer, United States History for High Schools, pp. 109-16
8. Todd, Rise of the American Nation, pp. 150-96
9. Wade, History of the United States, pp. 127-59

Discovery Exercise

Lesson 7

WOULD YOU HAVE VOTED FOR OR AGAINST THE CONSTITUTION?

Amos Singletary, Worcester County

"These lawyers, and men of learning, and moneyed men, that talk so finely, and gloss over matters so smoothly, to make us, poor illiterate people, swallow down the pill, expect to get into Congress themselves; they expect to be the managers of this Constitution, and get all the power and all the money into their own hands, and then they will swallow up all us little folks, like the great leviathan (sea monster), Mr. President; yes, just as the whale swallowed up Jonah. This is what I am afraid of. . . ."

1. For what economic group do you think Singletary spoke?
2. What fear did the common people of Massachusetts hold according to Singletary?

General Thompson, Lincoln County

"Let us amend the old confederation. Why not give Congress power only to regulate trade? Some say, that those we owe will fall upon us; but. . . the balance of power in the old countries will not permit it--the other nations will protect us. . . .(Where) is the Bill of Rights which shall check the power of this Congress, which shall say, thus far shall ye come, and no farther. The safety of the people depends on a Bill of Rights. . . . There are some parts of this Constitution which I cannot digest; and, sir, shall we swallow a large bone for the sake of a little meat? Some say swallow the whole now, and pick out the bone afterwards. But I say, let us pick off the meat, and throw the bone away."

1. Why did he oppose the Constitution?
2. What did he think should take the place of the Constitution?

Thomas Dawes, Jr., Suffolk County

". . .In the States southward of the Delaware, it is agreed, that three-fourths of the produce are exported, and three-fourths of the returns are made, in British bottoms (ships). . . .(The profit from this trade) is money which belongs to the New England States, because we can furnish the ships as well as, and much better than, the British. . . .We are independent of each other, but we are slaves to Europe. . . .Congress has no authority to withhold advantages from foreigners, in order to obtain advantages from them. . . .

"Our manufacturers are another great subject, which has received no encouragement. . .and. . .never can by any authority in the Confederation. . . .Has Congress been able, by national laws, to prevent the importation of such foreign commodities as are made from such raw materials as we ourselves raise?. . . .If we wish to encourage our own manufacturers--to preserve our own commerce--to raise the value of our own lands--we must give Congress the powers in question."

1. Why did Dawes favor the Constitution?

Jonathan Smith, Berkshire County

". . . .I am a plain man and get my living by the plough. I am not used to speak in public, but I beg your leave to say a few words to my brother plough-joggers in this house. . . .

"We are by this Constitution allowed to send ten members to Congress. Have we not more than that number fit to go? I dare say, if we pick out ten, we shall have another ten left, and I hope ten times ten--and will not these be a check upon those that go? Will they go to Congress and abuse their power, and do mischief, when they know that they must return and look the other ten in the face, and be called to account for their conduct? Some gentlemen think that our liberty and property are not safe in the hands of moneyed men, and men of learning. I am not of that mind."

1. Did he fear a clash of economic interests?
2. Did he support the Constitution? Why or why not?

Patrick Henry of Virginia

". . . .(Under the proposed Constitution) if your American chief be a man of ambition and abilities, how easy it is for him to render himself absolute! . . . .The president, in the field at the head of his army, can prescribe the terms on which he shall reign master, so far that it will puzzle any American ever to get his neck from under the galling yoke. . . .

"What can be more defective than the clause (Article 1, Section 4 of the Constitution) concerning the elections? The control given Congress over the time, place, and manner of holding elections, will totally destroy the end (purpose) of suffrage. The elections may be held at one place and the most inconvenient in the state; or they may be at remote distances from those who have a right of suffrage; hence nine out of ten must either not vote at all, or vote for strangers; . . .The proceedings in the northern conclave will be hidden from the yeomanry (farmers) of this country. For the congressmen are not to publish what parts they think require secrecy: they <u>may</u> think, and <u>will think</u>, the whole requires it."

1. Why did Patrick Henry oppose ratification of the Constitution?
2. How do you feel about his fear that Congress would meet as a secret council?

George Mason of Virginia

"When the people of Virginia formed their government, they reserved certain great powers in the Bill of Rights. They would not trust their own citizens, who had a similarity of interest with themselves, and who had frequent and intimate communication with them. . . .With the exercise of those great powers reserved in the Bill of Rights. Do we not by this system give up a great part of the rights, reserved by the Bill of Rights, to those who have no fellow-feeling for the people--to a government where the representatives will have no communication with the people?"

1. If you had lived in Virginia in 1788, would you have agreed with Mason? Why or why not?

James Madison, Planter in Virginia

". . .If any dangerous and unnecessary powers be given to the general legislature, let them be plainly demonstrated. . .

". . .Sir, by this government, powers are not given to any particular set of men, they are in the hands of the people; delegated to their representatives chosen for short terms; to representatives responsible to the people, and whose situation is perfectly similar to their own: as long as this is the case we have no danger to apprehend (fear). . . .

"(Those) who wish to become federal representatives, must depend on. . . that class of men who will be the most popular in their counties, who generally represent the people in the state governments. . . .It is almost certain, therefore, that the deliberations of the members of the federal house of representatives, will be directed to the interests of the people of America. As to the other branch, the senators will be appointed by the legislatures, and though elected for six years, I do not conceive (think) they will so soon forget the source from whence they derive their political existence. . . .

"(Direct) taxation is. . .generally objected to (but it) can be of little advantage to those in power, to raise money in a manner oppressive to the people. . . ."

1. How did Madison try to reassure those who feared a powerful central government?

Edmund Randolph, Governor of Virginia

"But we are now inquiring particularly, whether Virginia. . .can exist without the Union. A hard question, perhaps, after what has been said. I will venture, however, to say, she cannot. . . .(She) is very accessible: the large capacious (roomy) bay of Chesapeake, which is but too excellently adapted for the admission of enemies, renders her very vulnerable. . . . This being her situation by sea, let us look at land. . . .Cast your eyes

to the western country, that is inhabited by cruel savages, your natural enemies; besides their natural propensity (tendency) to barbarity, they may be excited by the gold of foreign enemies to commit the most horrid ravages on your people. Our great increasing population is one remedy to this evil; but being scattered thinly over so extensive a country, how difficult is it to collect their strength, or defend the country. . . . There is another circumstance which renders us more vulnerable. Are we not weakened by the population of those whom we hold in slavery? The day may come when they may make impression upon (attack) us. . . .Manufacturers and military stores may afford relief to a country exposed: Have we these at present? . . .If we shall be separated from the union, shall our chance of having these be greater? . . .

". . .My idea is, that we should go hand in hand with Massachusetts; adopt it (the Constitution) first, and then propose amendments (changes). . .By union alone can we. . .exist: by no other means can we be happy. . . .By previous adoption, the union will be preserved: by insisting on alterations previous to our adoption, the union may be lost. . .

". . .Is it necessary that the legislative power of the United States should be authorized to levy taxes? . . .Money is the nerves--the life and soul of a government. . . .Wars cannot be carried on without a full and uncontrolled. . .power to raise money in the most eligible (acceptable) manner. Nay, Sir, government cannot be administered in time of peace without this power."

1. Why did Randolph support the Constitution?

Thomas Jefferson, Minister to France

"I would advocate it (the new Constitution) warmly till nine should have adopted, and then as warmly take the other side to convince the remaining four that they ought not to come into it till the declaration of rights is annexed to it. By this means we should secure all the good of it, and procure so respectable an opposition as would induce the accepting states to offer a bill of rights, this would be the happiest turn the thing could take."

1. What would you list as the important issues in ratifying the Constitution?
2. Do you agree with Jefferson's statement about the Constitution?

Lesson 8

CONSERVATIVE AND LIBERAL: 1790's

I. Hamilton
   A. Philosophy
   B. Policies

II. Jefferson
   A. Philosophy
   B. Policies

III. Troubles of the Federalists

Problem

Would you have supported Jefferson or Hamilton?

Activities

Student reports:

1. Hamilton's life
2. Jefferson's life
3. Views of the ability of the common man
4. Views of the strength needed by national government
5. Whiskey rebellion
6. Views on the way the Constitution should be interpreted (necessary and proper clause)
7. The Federalist party and the Democratic Republicans
8. Jefferson - Hamilton Newspaper War
9. Alien and Sedition Acts

Displays:

1. Chart political parties: Their appearance, disappearance, and often reappearance

Dramatization and demonstration:

1. Role-play a disagreement between a rural farmer and a city merchant over the power of the federal government
2. Role-play a meeting of Washington's cabinet and the disagreement over the chartering of the bank

U. S. HISTORY I

Buzz groups:

1. How do the views of today's conservatives and liberals compare with those of 1790's?
2. How do you think the lives of Hamilton and Jefferson affected their viewpoints?
3. What is meant by the phrase "achieving Jeffersonian goals by Hamiltonian methods"?
4. Why do you think George Washington favored Hamilton over Jefferson?

Conclusion

I would have supported (Jefferson - Hamilton) because _____

_____

_____

_____

Films

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7. Shafer, United States History for High Schools, pp. 121-23, 133-41 145-55
8. Todd, Rise of the American Nation, pp. 201-17
9. Wade, History of the United States, pp. 161-94

Discovery Exercise

Lesson 8

WOULD YOU SUPPORT JEFFERSON OR HAMILTON?

A. "I believe that the foundation of the Constitution lies on this principle--that 'all powers not delegated to the United States, by the Constitution, nor prohibited by it to the states, are reserved to the states, or to the people.' To take a single step beyond these specific limits to the powers of Congress, is to grasp unlimited power. . . .

"Supporters of the Bank Bill argue that a bank would be a great convenience in collecting taxes. Even if this argument were true, the Constitution allows only for laws which are 'necessary,' not for those which are merely 'convenient' for carrying out delegated powers. If the word 'necessary' were interpreted so broadly as to mean convenient it would swallow up all the delegated powers and allow Congress to pass any laws it wanted to. The Constitution restrained the power of Congress by providing that it pass only necessary laws, that is those laws without which delegated power would be ineffective."

1. Who do you think is the author of this passage?
2. What does this author fear might happen if the Constitution is interpreted more broadly?

B. "Thomas Jefferson, the Secretary of State, maintains that no laws passed by Congress are to be considered necessary except those without which the delegated grant of power would be ineffective. It is vital for the sake of the national government, that so erroneous an idea of the meaning of the term 'necessary' should be exploded. . . .

"The wording of the clause indicates that the Philadelphia Convention intended to give a liberal interpretation to the exercise of delegated powers. The expressions in the clause are comprehensive: 'to make all laws necessary and proper for the carrying into execution the foregoing powers, and all other powers, vested by the Constitution in the government of the United States, or in any department or officer thereof.'. . .

"To define 'necessary' in the restrictive sense that the Secretary of State does, would be to depart from its obvious meaning. He defines the word as if the clause read "absolutely necessary.'. . .

"What then is the criterion for determining what is constitutional and what is not? The criterion is the purpose of legislation; an act of Congress is the means to an end. If the end is clearly within the specified powers of Congress, and if the law has an obvious relationship to that end, and it is not forbidden by any particular provision of the Constitution, then the measure comes within the authority of the national government."

1. How does this speaker define the term "necessary and proper"?
2. What does this author fear might happen to the federal government if it is confined to a narrow interpretation of its powers?
3. How do you interpret the wording of the Constitution as quoted above?

C. "If anyone writes, prints, speaks or publishes, or knowingly assists in writing, printing, speaking, or publishing anything false, scandalous, and malicious against the United States government, either house of Congress, or the President, with the attempt to attack their reputations or to bring them into contempt or disrepute, or to stir up the hatred of the American people against them, such a person, if convicted, shall be punished by a fine not exceeding two thousand dollars and by not more than two years imprisonment. If any person stirs up hatred against a member of Congress or the President, or promotes sedition within the United States, or organizes any unlawful groups to oppose or resist any law of the United States, or any act of the President, or to resist, oppose, or defeat any such law or act, or to aid, encourage or abet (help) any hostile designs of any foreign nations against the United States, their people or their government, such a person, if convicted, shall be punished by a fine not exceeding two thousand dollars and by not more than two years imprisonment."

1. How could it be determined when and if "hatred" had been stirred up?
2. Could anyone oppose a law or an official in the government without fear of punishment under this law?
3. Do you think this is a good law or a bad one? Why?
4. Do you think anyone in government today would support the passage of such a law? Why? Do you think such a law should be passed?

D. "The Virginia General Assembly deeply regrets that the Federal Government has made clear its intention to enlarge the powers given to it by the Constitution. . . .

"The General Assembly deeply regrets that the Federal Government has made clear its intention to enlarge the powers given to it by the Constitution. . . .

"The General Assembly particularly protests against the obvious and alarming way in which the Alien and Sedition Acts violate the Constitution. The Sedition Act exercises a power positively forbidden by the First Amendment. This act ought to produce universal alarm, because it is leveled against the right to examine public officials and public acts freely and to communicate freely among the people--a right which is the only effective guardian of all other rights.

"When Virginia ratified the Federal Constitution, the ratifying Convention expressly declared that among other essential rights "the liberty of conscience and of the press cannot be canceled, abridged, restrained, or modified by any authority of the United States." From its extreme anxiety to guard these rights from every possible attack, Virginia, with other states, recommended an amendment to the Constitution which was passed as the First Amendment. . . .

"The General Assembly does solemnly appeal to other states to declare the Alien and Sedition Acts unconstitutional and to cooperate with this state in maintaining the authority, rights, and liberties reserved to the states or to the people."

1. From what do you think the above is quoted?
2. Why does the declaration believe the Sedition Acts are dangerous?
3. Why does the declaration hold that the Sedition Acts are unconstitutional?
4. What do you think about the proposal to declare the acts unconstitutional? How are such laws and their agreement with the Constitution judged today?

Lesson 9

WAR OF 1812

I. "Peaceful Coercion"
   A. Embargo Acts
   B. Eventual effects

II. War of 1812
   A. Causes
   B. Divisions of opinion
   C. Battles

Problem

Were Americans looking for an excuse to go to war or were they forced into war?

Activities

Student reports:

1. British and French desire to block all trade of the other
2. British interference with American trade
3. French interference with American trade
4. The Embargo Act and Macon's Bill #2
5. Hardship of trade restrictions on New Englanders
6. Desire to annex Canada
7. British occupation of Northwestern ports
8. Impressment of seaman and the Chesapeake Affair
9. Repeal of British orders-in-council and the declaration for war
10. Hartford Convention
11. Burning of Washington
12. Battle of New Orleans
13. Treaty of Ghent

Displays:

1. A chronology of events leading to war or "time line"
2. Cartoon of disgusted New England shippers

Dramatization and demonstration:

1. Impressment scene

U. S. HISTORY I

Buzz groups:

1. Why is this called the second war for independence? Do you agree?
2. Was a civil war likely in 1814? Why and why not?
3. Could the United States have gone to war against France just as easily?
4. How might an Atlantic cable then have changed the course of history?

Conclusion

I think Americans (were - were not) looking for an excuse to declare war. They went to war because _____

_____

_____

_____

Films

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Lesson 10

SURGE OF NATIONALISM

I. Economic Nationalism
   A. Tariffs
   B. Internal Improvements
   C. Chartering of bank

II. Extension of Federal Power
   A. Judicial review
   B. Control of interstate commerce
   C. Protection of federal agencies

III. Political Unity

Problem

How was there an unpsurge of nationalism after the war and why?

Activities

Student reports:

1. Henry Clay's American system
2. Growth of cotton mills during war
3. The idea of protecting "infant industries"
4. Why Daniel Webster opposed the tariff
5. President Monroe and "era of good feelings"
6. Chief Justice John Marshall
7. McCulloch vs. Maryland decision
8. Gibbons vs. Ogden decision in interstate commerce
9. Erie Canal
10. Second bank of the United States
11. Steam boats
12. Benjamin Banneker and the planning of Washington, D.C.
13. The building of the capitol and Benjamin Latrobe
14. Marbury vs. Madison
15. National Road
16. Death of the Federalist Party
17. Meaning of Nationalism
18. Monroe Doctrine

Displays:

1. Map showing Erie Canal as a short cut
2. Cartoon of a "tariff wall" keeping out foreign goods
3. Illustrate early railroad experiments (horses, sails, steam) by drawings or models
4. Map showing National Road
5. Cartoons depicting the Monroe Doctrine

Dramatization and demonstration:

1. Dramatize the disagreement between John C. Calhoun and Daniel Webster over the tariff
2. Role-play a disagreement between two men over the decision in a Gibbons vs. Ogden
3. Simulate a tariff in your classroom on paper

Buzz groups:

1. Do you think industry in the United States would have died without the tariff?
2. Do you think we need tariffs today?
3. Why was the aftermath of war one of general unity?
4. Why would a war lead to improved transportation and roads?

Conclusion

There was an upsurge of nationalism after the war because _____

_____

_____

_____

Films

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Lesson 11

SECTIONALISM

I. Geographical Differences

II. Economic Systems

III. Political Maneuvering
   A. Balance in the Senate
   B. Missouri Compromise

Problem

Why did the unity of America give way to quarrels between the Northeast, the South, and the West?

Activities

Student reports:

1. Shipping and ship building in New England
2. Farming in New England as it is influenced by soil and climate
3. Early textile mills in the North and the advantages of geography
4. The cotton boom: Eli Whitney, land, demand, and southern climate
5. Growing cotton: Needs of climate, need for much labor and tasks
6. The abolition of slavery in the North
7. Differences over the tariff
8. Differences over dispensing of public lands
9. Differences over internal improvements
10. Disagreement over extending slavery

Displays:

1. Rainfall map of eastern United States
2. Map explaining Missouri Compromise
3. Balance or scale showing Senate balance
4. Illustrate in drawings, the geographical differences between geography of the North and South

Dramatization and demonstration:

1. Role-play Henry Clay trying to convince Southern senators that the compromise will protect their interests and they should agree to it

U. S. HISTORY I

Buzz groups:

1. What was the main concern of southerners in negotiating the Missouri Compromise?
2. Do you think the Missouri Compromise was fair or one-sided? Explain your answer?
3. What general attitudes do you think have to be present before a compromise can be worked out?
4. Do you think the West will draw closer to the South or the North as years pass? Why?
5. Do you think slavery could have taken root in the far West?

Conclusion

The unity of America gave way to quarrels between the South, North, and West because _____

_____

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_____

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Lesson 12

STATES' RIGHTS VS. NATIONAL LAW

I. Tariff Issue

II. Theories on States' Rights
   A. Exposition and protest
   B. South Carolina nullification
   C. Webster - Hayne debate
   D. Jackson's toast

III. Compromise Package

Problem

Was it Jackson's bluff that prevented a fragmenting of the union? Was Jackson bluffing?

Activities

Student reports:

1. Jackson's life
2. Peggy Eaton affair and Mrs. Calhoun
3. Jackson's attitude toward Indians
4. The Kitchen Cabinet
5. The "Spoils System"
6. Jackson's inaugural reception
7. The sorrows of Rachel Jackson
8. The decline of soil fertility in upper South (South Carolina)
9. The prosperity of the lower South (Mississippi, Alabama, Georgia, etc.)
10. Proclamation to the people of South Carolina
11. The Force Bill
12. Ordinance of Nullification
13. Maysville Road Veto

Displays:

1. Graph showing the way tariff would gradually be lowered according to Compromise Tariff of 1833
2. Map showing Maysville Road

Dramatization and demonstration:

1. Dramatize the events at the Jefferson Day dinner
2. Dramatize the Webster - Hayne debate

Buzz groups:

1. Why do you think other southern states did not support and join South Carolina in nullification?
2. Do we have politicians or groups today who have tried to nullify or defy federal law?
3. What would have happened to the nation if states had won the right to nullify federal laws?
4. What might have happened if Jackson had not reacted forcefully to South Carolina's challenge?
5. Do you think Jackson was bluffing?

Conclusion

The fragmenting or dividing of the Union was prevented by _____

_____

_____

_____

Films

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7. Todd, Rise of the American Nation, pp. 259-74
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Discovery Exercise

Lesson 12

STATES' RIGHTS VS. NATIONAL LAW

WHAT IS THE ISSUE?

A. "That acts of Congress in violation of the Constitution are absolutely void is an undeniable position. . . .(In) cases of deliberate, dangerous, and palpable infractions of the Constitution, affecting the sovereignty of a state, and liberties of the people; it is not only the rights but the duty of such state to interpose its authority for their protection, in the manner best calculated to secure that end. When emergencies occur which are either beyond the reach of the judicial tribunals, or too pressing to admit of the delay incident to their forms, states which have no common umpire, must be their own judges, and execute their own decisions."

Hartford Convention, 1814

1. According to this statement, the state should have what powers when confronted with a law with which it does not agree?
2. Do you agree that the states have no common umpire?
3. Why were the New England states in 1814 angry with the federal government?
4. Do you think the nation could remain united if states' had the power to declare null and void a federal law?

B. "No man, no association of men, no state or set of states has a right to withdraw itself from this Union of its own accord. . . .The majority of the states which form the Union must consent to the withdrawal of any one branch of it. Until that consent has been obtained, any attempt to dissolve the Union or to obstruct the efficacy of its constitutional laws is treason --treason to all intents and purposes."

Richmond Enquirer, 1814

1. In 1814 were the Southern States in sympathy with New England in their desire to nullify federal law? Why or why not?
2. Under what conditions did this author believe that a state might secede from the Union lawfully?
3. In what light did this author consider any attempt of a state to withdraw from the union or to interfere with federal law?

C. "If it be conceded. . .powers delegated are divided between the general and state governments, . . .the latter hold their portion. . .as the former, it would seem impossible to deny to the states the right of deciding on the infractions of their powers, and the proper remedy to be applied for their correction."

South Carolina Exposition, 1828

1. How did this resolution view the states' power in relation to federal power: subordinate to the federal government, equal, or superior?
2. Was South Carolina's challenge alike or different from the Hartford protest?

D. "Is the federal government to be the judge of its own power? Is it without limitations? High tariff would ruin the South!"

Robert Hayne on Senate floor
January 21, 1830

1. What was the issue over which the state of South Carolina was opposing federal law? Can you imagine why?

E. "The Constitution by the will of the people is the supreme law of the land. It must be obeyed or changed. . . .

"While the union lasts we have high prospects spread out before us, for us and for our children. Hayne says, 'liberty first and union afterward.' I speak another sentiment, dear to every American hear--Liberty AND union, now and forever."

Daniel Webster on Senate floor
January 26, 1830

1. Why does Webster believe the Constitution must be obeyed or changed? Do you agree or disagree?
2. How does Webster differ from Hayne?

F. ". . .the Constitution of the United States is, in fact, a compact, to which each state is a party, . . .and the several states, or parties, have a right to judge of its infractions; and in case of a deliberate, palpable, and dangerous exercise of power not delegated, they have the right, in the last resort, to use the language of the Virginia Resolutions, 'to interpose for arresting the progress of the evil, and for maintaining, within their respective limits, the authorities, rights, and liberties appertaining to them.' This right of interposition. . .be it called what it may--State-right veto, nullification, or by any other name---I conceive to be the fundamental principle of our system, resting on facts historically as certain as our revolution itself, . . ."

John C. Calhoun, Fort Hill Address
July 26, 1831

1. According to Calhoun, who should decide what the "limits" and "authorities" belonging to the federal government and then to the states should be?
2. Who would decide what constituted a "dangerous exercise of power" according to Calhoun?

3. If Calhoun's theory of state supremacy had been followed, what do you see as the probable results?

G. "If the government of the United States be the agent of the state governments, then they may control it, provided they can agree in the manner of controlling it; if it be the agent of the people, then the people alone can control it, restrain it, modify, or reform it. . . .The people of the United States have declared that this Constitution shall be the supreme law. We must either admit the proposition or dispute their authority. The states are unquestionably, sovereign so far as their sovereignty is not affected by this supreme law. But the state legislatures, as political bodies, however sovereign, are yet not sovereign over the people. . . .So far as the people have restrained state sovereignty, by the expression of their will, in the Constitution of the United States, so far, it must be admitted, state sovereignty is effectually controlled. . . .The fact is that the people of the United States have chosen to impose control on state sovereignties. There are those, doubtless, who wish they had been left without restraint; but the Constitution has ordered the matter differently."

Daniel Webster on Senate floor
January 26, 1830

1. Why do the states have to be bound by the limitations of the Constitution?
2. To whom does Webster claim that the Constitution and the federal government belong?

H. ". . .the State of South Carolina, in Convention assembled, do declare and ordain. . . .That the several acts and parts of acts of the Congress of the United States, purporting to be laws for the importation of foreign commodities. . . .(especially the tariff acts of 1828 and 1832). . .are unauthorized by the Constitution of the United States, and violate the true meaning and intent thereof, and are null, void, and no law, nor binding upon this state. . . ."

Nullification Ordinance--1832

1. What was this ordinance supposed to do--according to the intentions of its authors?
2. Who were the authors of the ordinance?

I. "Our present Constitution was formed. . .in vain if this fatal doctrine (nullification) prevails. It was formed for important objects that are announced in the preamble, . . .The most important among these objects---that which is placed first in rank, on which all the others rest---is 'TO FORM A MORE PERFECT UNION.' Now, is it possible that even if there were no express provision giving supremacy to the Constitution and laws of the United States over those of the states, can it be conceived that an instrument

made for the purpose of 'FORMING A MORE PERFECT UNION' than that of the Confederation could be so constructed by the assembled wisdom of our country as to substitute. . .a government dependent for its existence on the local interest, the party spirit, of a State? . . .

"I consider the power to annul a law of the United States, assumed by one state, incompatible with the existence of the Union, contradicted expressly by the letter of the Constitution, unauthorized by the spirit, inconsistent with every principle on which it was founded, and destructive of the great objective for which it was formed."

President Andrew Jackson's Proclamation
1932

1. Would a Constitution in which the state had the right to veto or disregard those federal laws not to its liking have been "a more perfect union" than the Confederation?
2. Why did President Jackson say that nullification was "incompatible with the existence of the Union"? Do you agree?

Lesson 13

MANIFEST DESTINY AND WESTWARD EXPANSION

I. Lure of the West
   A. Furs
   B. Land
   C. Gold and silver
   D. Religious and personal freedom

II. Establishing American Ownership
   A. Purchase
   B. Treaties
   C. Conquest

Problem

Was American expansion necessary and justified?

Activities

Student reports:

1. "Manifest Destiny"
2. Personal motives for moving West
3. John Jacob Astor
4. Mountain men
5. Sam Houston and Andrew Jackson
6. Conflicting claims for Oregon
7. Causes of resentment between Texans and Mexicans
8. California gold rush
9. Marcus Whitman
10. The Mormans' flight from persecution
11. Webster - Ashburton Treaty
12. The Presidential Campaign of 1844
13. Treaty of 1846 (Oregon)
14. The Gadsden Purchase
15. Mining towns in the Rockies
16. Role of slavery in Texas Revolution

Displays:

1. Map showing Oregon territory, Gadsden Purchase, Texas, Louisiana Purchase, Mexican cession each in different colors
2. Map on trails west
3. "54° 40° or Fight" posters

Creative Writing:

1. Write an account of the Texas revolution from the Mexican viewpoint.

Dramatization and demonstration:

1. Role-play conversation between Mexicans on the injustice of the American-Texan's complaints
2. Role-play conversation between two Texans on need for revolt

Buzz groups:

1. Was the Texas revolution justified?
2. Do you think the incident between General Taylor and Mexican troops caused Mexican War? Why and why not?
3. Who today might remind you of the mountain men in seeking greater independence and less restrictions? Why?

Conclusion

American expansion (was - was not) necessary and justified because _____

_____

_____

_____

Films

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7. Todd, Rise of the American Nation, pp. 313-32
8. Wade, History of the United States, pp. 274-91
9. Current, United States History, pp. 240-48

Lesson 14

SLAVERY DIVIDES THE NATION

I. Maintenance of Slavery
   - A. Slave trades
   - B. Punishments
   - C. Slave attempts for freedom
   - D. Laws of Slavery (Black Codes)

II. Attitudes Toward Slavery after 1831
   - A. Abolitionist arguments
   - B. Southern defense of slavery
   - C. Status of escaped slaves
   - D. Extension of slavery

Problem

Why did the issue of slavery become such an emotional one?

Activities

Student reports:

1. Black codes of slavery (after 1831)
2. Harriet Tubman
3. George Fitzhugh and Cannibals All
4. Theodore Weld-Slavery As It Is
5. William Lloyd Garrison and the Liberator
6. Personal Liberty Laws
7. Charles Sumner
8. Nat Turner
9. Harriet Beecher Stowe and Uncle Tom's Cabin
10. Southern censorship of the mails
11. Illegal importation of slaves
12. Underground railroad
13. Frederick Douglass
14. Slave punishments
15. Compensated emancipation
16. Persecution of abolitionists
17. Antislavery petitions and gag rule

Displays:

1. Poster for return of a runaway slave
2. Routes of underground railroad
3. Illustration of slave ship
4. Routes of slave ships
5. Poster advertising slave auction

Creative writing:

1. The auction block as described by a slave
2. An article for the Liberator

Musical expressions:

1. Negro spirituals depicting their longing for freedom
2. "Follow the Drinking Gourd" (North Star of Big Dipper to Underground Railroad)

Dramatization and demonstration:

1. Role-play an argument between a Quaker and a slave holder over the right to hold slaves
2. Role-play a speech by George Fitzhugh for slavery of Northern working men
3. Role-play struggle and argument over an escaped slave between slave-catcher and sympathetic northern employer of slave

Buzz groups:

1. If masters were always kind to slaves, do you think slavery would be justified?
2. Why do you think Southerners stopped defending slavery as a "necessary evil" and started saying it was a "positive good"?
3. Do you think Southerners sincerely thought that slaves were content and happy? Why or why not?
4. Why do you think Southerners passed laws against teaching slaves to read?
5. How would you feel if you saw a slave-catcher drag away an escaped slave?
6. How would you feel about abolitionism if you owned a plantation?

Conclusion

The issue of slavery became an emotional one because _____

_____

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Films

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9. Current, United States History, pp. 229-32

Discovery Exercise

Lesson 14

WHY DID THE ISSUE OF SLAVERY BECOME SUCH AN EMOTIONAL ONE?

A. "The slaves in Virginia. . .were most abundantly fed; and we have no doubt but that they form the happiest portion of our society. A merrier being does not exist on the face of the globe than the Negro slave of the United States. Even Captain Hall himself, with his thick 'crust of prejudice' is obliged to allow that they are happy and contented, and the master less cruel than is generally imagined. Why, then, since the slave is happy, and happiness is the great object of all animated creation, should we endeavor to disturb his contentment by infusing into his mind a vain and indefinite desire for liberty--a something which he cannot comprehend, and which must inevitably dry up the very sources of his happiness."

1. Why do you think the author defends slavery?
2. What evidence does he give to support his view?

B. "Is slavery, as a condition for human beings, good, bad, or indifferent? We submit the question without argument. You have common sense, and conscience, and a human heart--pronounce upon it. You have a wife, or a husband, a child, a father, a mother, a brother, or a sister---make the case your own, make it theirs, and bring in your verdict.

"The case of Human Rights against Slavery has been adjudicated in the court of conscience time innumerable. . . .There is not a man on earth who does not believe that slavery is a curse. . . .

"We repeat it, every man knows that slavery is a curse. Whoever denies this, his lips libel his heart. Try him; clank the chains in his ears and tell him they are for him. Give him an hour to prepare his wife and children for a life of slavery. Bid him make haste and get ready their necks for the yoke, and their wrists for the coffle chains, then look at his pale lips and trembling knees, and you have nature's testimony against slavery. . . .

"What! Slaveholders talk of treating men well, and yet not only rob them of all they get, and as fast as they get it, but rob them of themselves, also; their very hands and feet, and all their muscles, and limbs, and senses, their bodies and minds, their time and liberty and earnings, their free speech and rights of conscience, their right to acquire knowledge and property and reputation; and yet they who plunder them of all these would fain make us believe that their soft hearts ooze out so lovingly toward their slaves that they always keep them well-housed and well-clad, never push them too hard in the field, never make their dear backs smart, nor let their dear stomachs get empty."

1. What arguments does this author give against the claim that slaves were happy?

C. "I am aware that many object to the severity of my language; but is there not cause for severity? I will be as harsh as truth, and as uncompromising as justice. On this subject, I do not wish to think, or speak, or write with moderation. No! No! Tell a man whose house is on fire, to give a moderate alarm; tell him to moderately rescue his wife from the hands of the ravisher; tell the mother to gradually extricate her babe from the fire into which it has fallen; - but urge me not to use moderation in a cause like the present. I am in earnest-I will not equivocate-I will not excuse-I will not retreat a single inch-AND I WILL BE HEARD."

1. Why does this author think a moderate view or compromise over slavery is inappropriate and wrong? Do you?

D. "We should indignantly hurl back upon our assailants the charge that there is something wrong and rotten in our system. From their own mouths we can show free society to be a monstrous abortion, and slavery society to be the healthy, beautiful, and natural being which they are trying, unconsciously, to adopt. We deem this peculiar question of Negro slavery of very little importance. The issue is made throughout the world on the general subject of slavery in the abstract. The argument has commenced. One set of ideas will govern and control after awhile the civilized world. Slavery will every where be abolished, or every where be re-instituted."

1. Do you think a Northern or Southern person is talking? What are your clues?
2. What has this speaker counter-charged against the Northern society?

E. "The Negro slaves of the South are the happiest, and, in some sense, the freest people in the world. The children and the aged and infirm work not at all, and yet have all the comforts and necessaries of life provided for them. They enjoy liberty, because they are oppressed neither by care nor labor. . . .The free laborer must work or starve. He is more of a slave than the Negro, because he works longer and harder for less allowance than the slave, and has no holiday, because the cares of life with him begin when its labors end."

1. Why does he say slaves are better off than free laborers in the North? What do you think of this argument?

F. "A majority of the facts and testimony contained in this work rests upon the authority of slaveholders, whose names and residences are given to the public. . . .

"Their testimony is taken mainly, from recent newspapers, published in the slave states. Most of those papers will be deposited at the office of the American Antislavery Society, 143 Nassau Street, New York City. Those who think the atrocities, which they describe, incredible, are invited to call and read for themselves. . . .

"WITNESS: Mr. Micajah Ricks, Nash County, North Carolina, in the Raleigh "Standard", July 18, 1838.
TESTIMONY: 'Ran away, a Negro woman and two children; a few days before she went off, I burnt her with a hot iron, on the left side of her face, I tried to make the letter M'. . . ."

"WITNESS: Mr. J. P. Ashford, Adams County Miss., in the "Natchez Courier," August 24, 1838.
TESTIMONY: 'Ran away, a Negro girl called Mary, has a small scar over her eye, a good many teeth missing, the letter A is branded on her cheek and forehead'. . . ."

1. How would you react to reading this if you were a Northerner?
2. What evidence does the author give to support his position?

G. "Men are not 'born entitled to equal rights!' It would be far nearer the truth to say, 'that some were born with saddles on their backs and others booted and spurred to ride them'---and the riding does them good. They need the reins, the bit, and the spur. No two men by nature are exactly equal or exactly alike. No institutions can prevent the few from acquiring rule and ascendency over the many. Liberty and free competition invite and encourage the attempt of the strong to master the weak. . . ."

1. How does the author support the notion of equality and freedom?
2. George Fitzhugh advocated the slavery of white factory workers. How do you think he justified this?

H. "Friends and brethren, we believe before God that American slavery is hateful in his sight, and utterly irreconcilable with the holy and merciful precepts of the gospel of his Son. . . .

"Convinced that slavery is a sin, we have not only the right, but are bound by the obligations of Christianity, to oppose it, and to use all lawful means for its abolition, whether in our own or other countries. If slavery be not sinful, then we know not what degree of cruelty and injustice amounts to a violation of the law of God."

1. According to this view, could a person be neutral on the question of slavery and be a Christian?
2. If you were a Southerner and a slaveholder, how would you probably react to this statement?

Lesson 15

"NO EXTENSION OF SLAVERY"

I. Compromising Toward the South
   A. Compromise of 1850 with Fugitive Slave Law
   B. Kansas-Nebraska Act: a retreat from Missouri Compromise
   C. Dred Scott decision for slavery everywhere

II. Northern Reaction
   A. Personal Liberty Laws
   B. Republican Party and no extension of slavery
   C. John Brown's raid

III. The Election of 1860
   A. Republican convention and platform
   B. Democratic convention and the splinter party
   C. Constitutional Union Party
   D. Campaign promises and the vote

IV. Secession and Last Efforts at Compromise

Problem

Why were the differences over extending slavery into the territories not compromised?

Activities

Student reports:

1. Lincoln-Douglas debates
2. John Brown's life
3. Slave catchers and the Fugitive Slave Law
4. Antislavery societies
5. Border Ruffians' activities in Kansas
6. The Thomas Sims Case (1851) or the cases of other fugitives
7. Lecompton Constitution and its writing
8. Compare actions of James Buchanan with Andrew Jackson on secession
9. The life of Dred Scott
10. The founding of the Republican Party

11. The trial of John Brown
12. The beating of Charles Sumner
13. Chief Justice Roger B. Taney
14. Crittenden Compromise
15. Attitudes of Southern "fire-eaters" on secession
16. Lincoln's reassurances to South
17. Founding of the Confederacy and election of Jefferson Davis

Displays:

1. Map of Confederacy with dates of secession
2. Map showing voting in election 1850
3. Posters showing the high feelings in Kansas over slavery
4. Campaign posters for election of 1860

Creative writing:

1. Unopposed secession and its consequences

Dramatization and demonstration:

1. "John Brown's Body" by Stephen Benet
2. The trial of John Brown
3. Role-play speeches which might have been made by the four presidential candidates
4. Freeport Doctrine portrayed in Lincoln-Douglas Debate

Buzz groups:

1. Why do you think the South defended states' rights while also supporting the denial of states' rights by the Fugitive Slave
2. Do groups or states which oppose national policy today argue for states' rights? Explain your answer.
3. For whom would you have voted as president in 1860 and why?
4. Do you think the Southern states really had anything to fear from Lincoln if they had stayed in the union?
5. Does sectionalism exist in the United States today?

Conclusion

The differences over extending slavery into the territories was not compromised because _____

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Films

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9. Wade, History of the United States, pp. 337-53

Lesson 16

THE AMERICAN CIVIL WAR

I. Strategies
   A. Blockade and division
   B. Defensive warfare and cotton diplomacy
   C. Political and economic advantages of the North
   D. Political and economic advantages of the South

II. Homefront
   A. Raising troops
   B. Financing the war
   C. Severities of the war

III. Battles
   A. First Battle of Bull Run
   B. Vicksburg
   C. Gettysburg
   D. Surrender at Appomattox

Problem

How was the war a test of the two political and economic systems?

Activities

Student reports:

1. Fort Sumter and the call to war
2. U. S. Grant and Robert E. Lee
3. Blockade runners
4. Draft exemptions: North and South
5. Andersonville Prison
6. William Seward's shrewd diplomacy
7. Copperheads
8. Texas vs. White
9. British surpluses and failure of cotton diplomacy
10. Emancipation
11. Restriction of Civil Rights: North and South

12. Comparison of Jefferson Davis and Abraham Lincoln
13. Negro troops
14. Shiloh
15. Draft riots in the North
16. Trent Affair
17. Medical Care: North and South
18. Sherman's March to sea
19. Negro in South during war
20. Monitor and Merrimac
21. The way states' rights handicapped South

Displays:

1. Map of blockade
2. Chart comparing advantages of North and South
3. Pie chart comparing Civil War casualties to other American Wars
4. Map comparing railroads in North and South
5. Models of Monitor and Merrimac

Dramatization and demonstration:

1. Gettysburg Address with Tableaux

Buzz groups:

1. Why do many say that in North and South "it was a rich man's war and a poor man's fight"?
2. Do you think the Civil War has been romanticized? Why or why not? (depicted as beautiful and glorious)
3. Is there still bitterness from the Civil War?
4. Do you think the South could have been persuaded to eventually give up slavery without fighting?
5. Why did the border states within the Union refuse to accept compensated emancipation? (Payment for freeing slaves)

Conclusion

The war was a test of the two political and economic systems and it showed that _____

_____

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Lesson 17

RECONSTRUCTION

I. The South During Reconstruction
   A. Southern attempts to preserve the old order
   B. Northern laws to protect the Negro
   C. Military Rule
   D. Relief efforts

II. Hayes-Tilden Compromise

III. Long Range Compromise
   A. Supression of Negro
   B. Solid South

Problem

Was reconstruction a success or a failure?

Activities

Student reports:

1. Terrorism of the Ku Klux Klan
2. Sharecropping
3. Pap Singleton and the Exodus
4. Election of former Confederate leader (1866)
5. Massacres of New Orleans and Memphis
6. Freedmen's Bureau and its activities
7. Comparison of Black Codes before the Civil War and those after war
8. Charles Sumner
9. Thaddeus Stevens
10. Lynchings and efforts for an anti-lynching law
11. Civil Rights Bill of 1875
12. 13th, 14th, 15th Amendments
13. Disputed election of 1876
14. Plessy vs. Ferguson
15. Denial of suffrage to Southern Negroes
16. One party system and maintenance of white supremacy
17. Industry and the "New South" (tobacco, coca cola, etc.)
18. Jim Crow Laws
19. Reconstruction governments: their accomplishment and corruption
20. The Grandfather Clause and "lily white" jury system

U. S. HISTORY I

Displays:

1. Map of South showing military districts
2. Map of what has been called "Solid South"

Creative writing:

1. Successful Reconstruction: An Historical Account

Dramatization and demonstration:

1. Tableaux on the despair of the freedman as supression befalls him
2. Dramatize the Hayes-Tilden Compromise negotiations

Buzz groups:

1. What do you think should have been the "goals" of reconstruction? What were they?
2. Why do you think a Southern public school system was not established before the seating of the reconstruction legislatures?
3. Why did many Southerners think the denial of the Negro's right to vote was necessary?

Conclusion

I think reconstruction was a (success - failure) because _____

_____

_____

_____

Films

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8. Wade, History of the United States, pp. 380-99

Lesson 18

THE LAST FRONTIER

I. Penetration of the West
   A. Miners
   B. Ranchers
   C. Railroads
   D. Homesteaders

II. Subjugation of the Indian
   A. Extermination of the buffalo
   B. Confinement and war
   C. Reservations

Problem

How was the wild west tamed?

Activities

Student reports:

1. Colorado Gold Rush (1859)
2. The Comstock Lode
3. Gold discovery in the Black Hills (1874) and life in Deadwood
4. Mark Twain's Roughing It
5. John Butterfield and Ben Holladay: stagecoach men
6. Calamity Jane (Martha Jane Cannary)
7. Buffalo Bill (William F. Cody)
8. Billy the Kid (William H. Bonney)
9. Cattle drives and the open range
10. The end of the buffalo: the doom of the Indian
11. Fad for buffalo robes
12. Inventions that tamed the west: barbed wire, the telegraph, the wind mill, the Colt revolver
13. Revolt of the Sioux (1875)
14. Geronimo's life
15. Medicine Lodge Creek (1867)
16. Ghost dance craze
17. Reservations today

U. S. HISTORY I

Displays:

1. Map of cattle trails meeting railroads
2. Map locating gold and silver discoveries
3. Illustrate your view of buffalo slaughter
4. Poster advertising Buffalo Bill's wild west show
5. Map showing transcontinental railroads
6. Illustrate inventions that won the West (see reports)

Creative writing

1. A Story of the Old West As It "Really Was"

Dramatization and demonstration:

1. Chief Joseph's last speech
2. Role-play frontiersman's description of Indian worth

Buzz groups:

1. Why do you think Indians today have the highest suicide rate of any American group?
2. Do you admire Buffalo Bill? Why or why not?
3. What "myths" about the wild west have you discovered? (untrue beliefs)

Conclusion

The wild west was tamed by _____

_____

_____

_____

Films

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8. Wade, History of the United States, pp. 420-34

Lesson 19

IMMIGRATION (1820-1920)

I. Waves of Immigrants
   A. Reason for coming
   B. National groups

II. Distribution

III. Resentment toward Immigrants
   A. Causes
   B. Persecutions
   C. Restrictions on immigration

Problem

Why did some of the earlier American immigrants react with hostility to the newcomers?

Activities

Student reports:

1. Popular American dishes introduced by immigrants
2. Derogatory slang names attached to national or ethnic groups
3. Inducements by industrialists for immigration
4. The Irish potato famine
5. Russian persecution of Jews
6. German protestors of the draft in Germany
7. Conditions on immigrant ships
8. The American Party (nicknamed the Know-Nothings)
9. Strike breakers in the Homestead Strike
10. Scabs
11. Failure of European revolutions in 1848
12. Carl Schurz
13. "Yellow Peril"
14. Immigrant construction workers and the Transcontinental Railroad
15. Anti-Catholic campaign and persecution
16. Laws restricting immigration (to the present)
17. Riots against immigrants
18. Poll class and report on immigrant backgrounds

U. S. HISTORY I

Displays:

1. Map showing areas of nation where different ethnic groups settled
2. World map showing origins of immigrant groups
3. Graph showing the growth and decline of immigration
4. Illustrations of the hopes and aspirations of immigrants
5. Signs showing resentment such as "Help Wanted - Irish Need Not Apply"
6. Statue of Liberty and the poem "The Great Colossus"
7. Cartoons depicting hostility and expressions of it

Dramatization and demonstration:

1. Role-play on Irishman applying for a job and being insulted
2. Role-play conversations between immigrants discussing reasons for coming as they await admission on Ellis Island
3. Role-play conversation between two members of the "Know Nothings" on the "dangers" posed by immigrants

Buzz groups:

1. How would you feel if you were a worker striking for a better wage and a new immigrant was hired in your place?
2. When you hear rumors or derogatory reports about groups, how do you react? How should people react?
3. How do you think people generally feel or react to things which are new or different from what they are accustomed?
4. Do you think the hostility toward immigrants was justified?
5. Do you approve or disapprove of the current immigration policies of the United States?

Extra curricular activity:

1. Plan a smorgasbord for the class to sample dishes popularized in United States by immigrant groups

Conclusion

I think that some of the earlier American immigrants reacted with hostility to the newcomers because _____

_____

_____

_____

Films

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Lesson 20

THE GROWTH OF INDUSTRY

I. Background
   A. Natural resources
   B. Consumer market
   C. Labor supply
   D. Capital and available funds

II. Government aid to industry
   A. Protective tariffs
   B. Government war contracts
   C. Aid to railroads

III. Creating industrial plants
   A. Advances in machinery and technology
   B. New industries
   C. Consolidation and monopolies
   D. Mass production

Problem

Why did the United States become the world's industrial giant?

Activities

Guest speakers:

1. Lawyer on the role of patent laws

Student reports:

1. John D. Rockefeller and the oil industry
2. Andrew Carnegie and the steel industry
3. The meat packing kings: Swift, Armour, and Morris
4. The building of Transcontinental Railroad
5. Frederick W. Taylor and "scientific management"
6. Thomas A. Edison and his inventions
7. George Westinghouse and his company

8. Jan Matzeliger and the "shoe machine"
9. Granville T. Woods: A scientific genius
10. Elijah McCoy: ingenuity for railroads and steamers
11. Charles A. Pillsbury and the bread business
12. Mass production techniques
13. Duke and Reynolds: Tobacco barons
14. Coca Cola: from cough medicine to beverage
15. Mesabi-range
16. Immigrant labor and wages
17. Sears Roebuck and Montgomery Ward
18. Bessemer Process

Displays:

1. Map locating iron and coal deposits
2. Map showing rail connections radiating from Chicago and their importance in making the city a meat packing center
3. Model of an early oil well
4. Map of known oil deposits
5. Map of transcontinental railroads

Dramatization and demonstration:

1. Dramatize "mass production"

Buzz groups:

1. Do you think protective tariffs are fair if they penalize the consumer by higher prices?
2. Are railroads and transportation necessary for the growth of industry?
3. Did the whole nation make a contribution to the growth of industry?
4. Do you think we would have become a great industrial nation if we had not had natural resources?

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Lesson 21

LAISSEZ-FAIRE VS. REGULATION

I. The theory of laissez-faire

II. Abuses by business interests
   A. Railroads and discrimination
   B. Monopolies and high consumer prices
   C. Stock manipulation
   D. Indifference to the public interest

III. Beginnings of regulation

Problem

Was regulation needed to protect the American consumer and honest businessmen?

Activities

Student reports:

1. Cornelius Vanderbilt and his attitude toward the public interest
2. Daniel Drew and Jay Gould: manipulators of stock
3. The "Erie War"
4. James J. Hill and the building of the Great Northern Railway
5. Credit Mobilier scandals of the Grant era
6. Panic of 1873
7. E. H. Harriman and his domination of the Southern Pacific
8. Standard Oil Trust
9. Pools and the elimination of competition
10. Railroad abuses: rebates, discrimination, drawbacks, etc.
11. The philosophy of laissez-faire
12. Overexpansion and overcapitalization of railroads
13. Child labor in latter 19th and early 20th enturies
14. Lack of safety precautions on railroads
15. Herbert Spenser and the theory of Social Darwinism
16. The "evils of monopoly"
17. The Sherman Anti-Trust Act and Interstate Commerce Act
18. Munn vs. Illinois and the Wabash railroad case

Displays:

1. Cartoons on rebates, long-short haul, etc.
2. The Thomas Nast cartoons against railroads
3. Chart on pooling

Dramatization and demonstration:

1. Dramatize negotiations between railroad operator and a powerful customer over price of freight

Buzz groups:

1. Do you think that "cut-throat" methods of eliminating competitors is justified?
2. If you were a railroad owner and wanted to install expensive safety devices, could you afford to do so if your competitors were not compelled to do likewise?
3. Why do you think Andrew Carnegie believed that an industrialist who amassed a great fortune was obligated to "plow back into society" some of this wealth in gifts? Do you agree or disagree?
4. Do you think the consumer can protect himself from exploitation or do you think he needs laws to protect him?
5. Why do you think state laws were not effective in correcting the abuses of industrialists and railroads?
6. Was there a contradiction in businessmen who believed in laissez-faire and yet supported the tariff?

Conclusion

I think regulation (was - was not) needed to protect the American consumer and honest businessmen because _____

_____

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_____

Films

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Lesson 22

PROTEST MOVEMENTS

I. Farmer's Protest
   A. Causes of discontent
   B. Organizations
   C. Political action
   D. Successes and failures

II. Labor's Protest
   A. Problems of labor
   B. Organizations
   C. Methods to influence change
   D. Obstacles and frustrations
   E. Successes and failures

Problem

What frustrations and unmet needs prompted both the farmer and labor protest?

Activities

Student reports:

1. Mary Ellen Lease: a woman politician in a man's world
2. The Farmers' Alliance and the Grange
3. Wages and working conditions of American labor
4. The National Labor Union and the Knights of Labor
5. The conditions in mines and the Molly McGuires
6. Weapons of labor: strikes, collective bargaining, sabotage, boycott
7. Weapons of management: lock-outs, black-lists, the injunction, strikebreakers, detectives, the army, iron-clad oaths or yellow dog contracts
8. Haymarket Affair (1886)
9. Samuel Gompers
10. Eugene V. Debs and the Pullman Strike
11. The Homestead Strike
12. The "company town" and its effect
13. James B. Weaver and the election of 1892
14. The hopes for "cheap money": greenbacks and silver coin

15. The Populist platform of 1896
16. The Grange laws and their nullification
17. The farmer as a debtor
18. The Gilded Age: extreme wealth and extreme poverty

Displays:

1. Cartoons depicting the lock-out, the boycott, the black-list, the yellow dog contract, sabotage, collective bargaining
2. Scenes of a "comapny town"
3. Chart giving the Populist Platform

Dramatization and demonstration:

1. Dramatize a scene or conversation which illustrates the great extremes of poverty and wealth
2. Tableaux on the misery of the miner
3. Dramatize the weapons used against labor and those used by labor

Buzz groups:

1. What advantage did the money and influence of management give them in labor disputes?
2. Why do you think the courts generally decided cases against farmers and laborers until recent times?
3. Do you think that the farm and labor protests influenced the expansion of democracy? Why or why not?
4. In their time, many of the reforms demanded by the farm-labor protests were considered to be "political dynamite." Are they today? Why or why not?

Conclusion

I think that the farm-labor protests were prompted by frustration over

_____

_____

_____

Films

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Lesson 23

THE SPANISH AMERICAN WAR - 1898

I. Causes
   A. Anti-colonial sentiments
   B. "Yellow journalism"
   C. Desire for prestige and power

II. War effort

III. Results
   A. Territorial gains
   B. Interest in Far-Eastern trade
   C. Concern for larger navy
   D. Rebellion in the Philippines

Problem

Should the United States have gone to war in 1898?

Activities

Student reports:

1. The De Lome Letter
2. The explosion on the battleship Maine
3. The rivalry between the New York Journal and the New York World
4. The effect of the United States duty against sugar (Tariff Act, 1894)
5. Walter Reed and the elimination of yellow fever
6. The blunders of an amateur army (War of 1898)
7. Alfred T. Mahan and the importance of a strong navy
8. The example of imperialism by European nations
9. Attempts to annex Hawaii
10. The capture of the Philippines
11. The Filipino leader, Aguinaldo, and the rebellion
12. Insular Cases
13. The Anti-imperialist League
14. Teddy Roosevelt and his "splendid little war"
15. The Spanish concessions before the American declaration of war

U. S. HISTORY I

Displays:

1. World map coloring the empires of imperialist European nations
2. Poster advertising a meeting of Anti-imperialist League
3. Cartoon showing that the rights of the American Constitution did not follow the flag to the new territories
4. Illustration of the explosion of the Maine
5. Map of new territories of the United States after the war

Creative writing:

1. Write an incident two ways: once with objectivity attempted and once with an effort to be sensational and emotional

Dramatization and demonstration:

1. President William McKinley's speech explaining his decision to annex the Philippines (excerpt)
2. Debate between two politicians: one for annexation and one against

Buzz groups:

1. Who or what do you think was responsible for the explosion of the Maine?
2. Do you think the anchorage of the Maine off the Cuban coast was an invitation to attack?
3. Do you think that imperialism and the annexation of the Philippines was a new version of "manifest destiny"?
4. Do we have "yellow journalism" today in regard to war?

Conclusion

I think that the United States (should - should not) have gone to war in 1898 because _____

_____

_____

_____

Films

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Discovery Exercise

Lesson 23

THE DEBATE OVER ANNEXATION OF THE PHILIPPINES: WHICH SIDE WOULD YOU SUPPORT?

A. "It is not necessary to argue to those for whom I write that the two great needs of mankind, that all men may be lifted into the light of the highest Christian civilization, are, first, a pure, spiritual Christianity, and, second, civil liberty. Without controversy, these are the forces, which in the past have contributed most to the elevation of the human race, and they must continue to be, in the future, the most efficient ministers to its progress. It follows, then, that the Anglo-Saxon, as the great representative of these two ideas, the depositary of these two greatest blessings. . . is divinely commissioned to be, in a peculiar sense, his brother's keeper. . . .

"Then this race of unequaled energy, with all the majesty of numbers and the might of wealth behind it---the representative, let us hope, of the largest liberty, the purest Christianity, the highest civilization---having developed peculiarly aggressive traits calculated to impress its institutions upon mankind, will spread itself over the earth. If I read not amiss, this powerful race will move down upon Mexico, down upon Central and South America, out upon the islands of the sea, over upon Africa and beyond. . . ."

---Josiah Strong, Our Country

1. What did Strong see as the mission of the American people? Do you think America has this same mission today?
2. How do you think the people of Mexico, South America, and Africa would view this statement?
3. Do you think this book's view that the Anglo-Saxon is superior to all other peoples in every way would promote the cause of annexation? Why or why not?

B. "There is not a civilized nation which does not talk about its civilizing mission just as grandly as we do. . . . The French believe themselves the guardians of the highest and purest culture, and that the eyes of all mankind are fixed on Paris, whence they expect oracles of thought and taste. The Germans regard themselves as charged with a mission, especially to us Americans, to save us from egoism and materialism. The Russians, in their books and newspapers, talk about the civilizing mission of Russia in language that might be translated from some of the finest paragraphs in our imperialistic newspapers. . . .

"To come, last, to Spain, the Spaniards have, for centuries, considered themselves the most zealous and self-sacrificing Christians, especially charged by the Almighty, on this account, to spread true religion and civilization over the globe. They think themselves free and noble, leaders in refinement and the sentiments of personal honor, and they despise us as sordid money-grabbers and heretics. . . .

"We assume that what we like and practice, and what we think better, must come as a welcome blessing to Spanish-Americans and Filipinos. This is grossly and obviously untrue. They hate our ways. . . .

". . .These enterprises which begin by saying to somebody else, 'we know what is good for you better than you know yourself and we are going to make you do it,' are false and wrong in that they violate liberty. . . ."

---William Graham Sumner

1. Why does Sumner object to the "mission" idea? Do you agree or disagree with him?
2. Do you think a nation should have a mission to the world? If so, what?

C. ". . .If we are to be a really great people, we must strive in good faith to play a great part in the world. We cannot avoid meeting great issues. . . . So it is now. We cannot avoid the responsibilities that confront us in Hawaii, Cuba, Puerto Rico, and the Philippines. . . .

". . .If we are to hold our own in the struggle for naval and commercial supremacy, we must build up our power. . . .

"So much for the commercial side. From the standpoint of international honor the argument is even stronger. . . . It is worse than idle to say that we have no duty to perform, and can leave to their fates the islands we have conquered. . . . Some stronger, manlier power would have to step in and do the work, and we would have shown ourselves weaklings. . . .

". . .So if we do our duty aright in the Philippines, we will. . . play our part well in the great work of uplifting mankind. . . . Resistance must be stamped out. The first and all-important work to be done is to establish the supremacy of our flag. We must put down armed resistance before we can accomplish anything else, and there should be no parleying, no faltering, in dealing with our foe. . . .

"When once we have put down armed resistance, when once our rule is acknowledged, then an even more difficult task will begin, for we must then see to it that the islands are administered with absolute honesty and good judgement. . . ."

---Theodore Roosevelt

1. Do you agree or disagree that a great world power is responsible for a decision on great questions or issues?
2. What do you think about stamping out resistance before beginning the work of "uplifting mankind"?
3. What do you think about Roosevelt's idea that another world power might assume control of an independent Philippines?

D. ". . .More than ever true patriotism now demands the exercise of the soberest possible discernment.

"We are told that as we have grown very rich and very powerful the principles of policy embodied in Washington's Farewell Address have become obsolete; that we have 'new responsibilities,' 'new duties,' and a peculiar 'mission' . . . . for the purpose of 'furthering the progress of civilization;' that it must adopt an 'imperial policy,' and make a beginning by keeping as American possessions the island colonies conquered from Spain. . . .

". . .Does this mean that wherever obstacles to the progress of civilization appear, this republic should at once step in to remove these obstacles by means of force, if friendly persuasion does not avail? Every sober-minded person will admit that under so tremendous a task any earthly power, however great, would soon break down. Moreover, those are not wrong who maintain that the nation which would assume the office of a general dispenser of justice and righteousness in the world, according to its own judgement, should be held to prove itself as a model of justice and righteousness in its own home concerns as well as its dealings with others. . . .

"And what will become, with all this, of the responsibility of the American people for the maintenance of 'the government of the people, by the people, for the people,' and our great mission to further the progress of civilization by enhancing the prestige of democratic institutions? It will be only the old tale of a free people seduced by false ambitions and running headlong after riches and luxuries and military glory, and then down the fatal slope into vice, corruption, decay, and disgrace. . . ."

---Carl Schurz

1. Do you agree with Schurz that America was following an "imperial policy" in annexing the Philippines?
2. Do you agree or disagree with Schurz that the job of dispensing justice in the world is too great a task for any earthly power?
3. Do you think Schurz believes that justice was fully developed in America? Why or why not?
4. Do you think a nation can be taught democracy by force?

E. "The opposition tells us that we ought not to govern a people without their consent. I answer, the rule of liberty that all just government derives its authority from the consent of the governed, applies only to those who are capable of self-government. We govern the Indians without their consent; we govern our Territories without their consent; we govern our children without their consent. I answer, would not the natives of the Philippines prefer the just, humane, civilizing government of this Republic to the savage, bloody rule of pillage and extortion from which we have rescued them?. . . Shall we save them from those nations, to give them to a self-rule of tragedy?

"Distance and oceans are no longer arguments. The fact that all the territory our fathers bought and seized is contiguous is no longer an argument. . . . Cuba not contiguous! Puerto Rico not contiguous! Hawaii and the Philippines

not contiguous! (linked by land) Dewey and Sampson and Schley have made them contiguous and American speed, American guns, American heart and brain and nerve will keep them contiguous forever. . . .

"Fellow Americans, we are God's chosen people. . . .We cannot retreat from soil where Providence has unfurled our banner; it is ours to save that soil for liberty and civilization. . . ."

---Albert J. Beveridge

1. Beveridge compares the Filipinos to children and implies they are unable to govern themselves. Do you think this was true or untrue?
2. Do you agree or disagree that the distance between the Philippines and the United States should be a factor in the annexation question?

F. "We hold that the policy known as imperialism is hostile to liberty and tends toward militarism, an evil from which it has been our glory to be free. We regret that it has become necessary in the land of Washington and Lincoln to reaffirm that all men, of whatever race or color, are entitled to life, liberty, and the pursuit of happiness. We maintain that governments derive their just powers from the consent of the governed. We insist that the subjugation of any people is 'criminal aggression' and open disloyalty to the distinctive principles of our government.

"We earnestly condemn the policy of the present National Administration in the Philippines. It seeks to extinguish the spirit of 1776 in those islands. We deplore the sacrifice of our soldiers and sailors, whose bravery deserves admiration even in an unjust war. We denounce the slaughter of the Filipinos as a needless horror. We protest against the extension of American sovereignty by Spanish methods.

"We demand the immediate cessation of the war against liberty, begun by Spain and continued by us. We urge that Congress be promptly convened to announce to the Filipinos our purpose to concede to them the independence for which they have so long fought and which is of right theirs.

". . .Much as we abhor the war of 'criminal aggression' in the Philippines, greatly as we regret the blood of the Filipinos on American hands, we more deeply resent the betrayal of American institutions at home. The real firing line is not in the suburbs of Manila. The foe is of our own household. . . .

". . .We deny that the obligation of all citizens to support their Government in times of grave National peril applies to the present situation. If an Administration may with impunity ignore the issues upon which it was chosen, deliberately create a condition of war anywhere on the face of the globe, debauch the civil service for spoils of adventure, organize a truth-suppressing censorship and demand of all citizens a suspension of judgement and their unanimous support while it chooses to continue the fighting, representative government itself is imperiled. . . ."

---Platform of the American Anti-Imperialist League
October 18, 1899

1. Why did the Anti-Imperialist League think annexation of the Philippines was unjust? Do you agree or disagree?
2. What problems did the Anti-Imperialists predict would arise at home as a result of imperialist policies?
3. What action did they wish Congress to take?
4. Why did the Anti-Imperialists feel they were not obligated to support the government's Philippine Policy?

G. "The interesting and significant feature of this changing attitude is the turning of the eyes outward, instead of inward only, to seek the welfare of the country. To affirm the importance of distant markets, and the relation to them of our own immense powers of production, implies logically the recognition of . . .the carrying trade; . . .shipping and markets. . . ."

---Alfred T. Mahan
The Interest of America in Sea Power

1. Mahan is advising the nation that a change in attitude is needed: to look outward, instead of inward. Why?
2. Do you think the economic attraction of trade with the Philippines was a good reason to annex the islands? Why or why not?

H. "Our case is simple. On the first of May, Dewey destroyed the Spanish fleet. This left the Archipelago in the hands of its proper and rightful owners, the Filipino nation. . . . We entered into a military alliance with the trusting Filipinos, and they hemmed in Manila on the land side, and by their valuable help the place, with its garrison of 8,000 to 10,000 Spaniards, was captured---a thing which we could not have accomplished unaided at that time. We got their help by---by ingenuity. We know they were fighting for their independence, and that they had been at it for two years. We knew they supposed that we also were fighting in their worthy cause---just as we had helped the Cubans. . . . and we allowed them to go on thinking so. Until Manila was ours and we could get along without them. Then we showed our hand. Of course, they were surprised---that was natural; surprised and disappointed; disappointed and grieved. . . .

"With our Treaty ratified, Manila subdued, . . . we had no further use for Aguinaldo and the owners of the Archipelago. We forced a war, and we have been hunting America's guest and ally through the woods and swamps ever since."

---Mark Twain

1. Do you think that the United States was obligated to the Filipino fighting men to give them their independence?

Lesson 24

PROGRESSIVE ERA

I. Corruption and the Goals of Reformers
   A. Break up trusts and monopolies
   B. Protect the consumer
   C. Conserve resources
   D. "Clean up" government
   E. Reduce labor exploitation
   F. Promote women's rights and temperance

II. The Road to Reform
   A. Leaders
   B. Winning support
   C. Passing laws

Problem

Why did the Progressive reformers succeed when the Populist reformers had failed?

Activities

Student reports:

1. Upton Sinclair, The Jungle, and the Pure Food and Drug Act
2. Lincoln Steffen, The Shame of the Cities
3. Ida Tarbell, A History of Standard Oil
4. David G. Phillips. The Treason of the Senate
5. The role of popular magazines: Harpers and McClures
6. The Galveston storm and city-manager government
7. The passage of the 17th, 18th, and 19th amendments
8. Governor Charles Evans Hughes and the control of public utilities
9. Child labor and laws to protect them
10. Robert La Follette: a politician with a dream
11. Railroad regulation
12. The fight for conservation: Gifford Pinchot and Teddy Roosevelt
13. Laws for labor
14. A stronger voice for the people: petition, referendum, recall, initiative
15. Carrie Nation and her hatchet
16. Niagara Movement and the formation of the NAACP
17. Roosevelt, Taft, and Wilson as presidents in a Progressive era

U. S. HISTORY I

Displays:

1. Picket signs for reform such as "Throw the rascals out"!
2. An example of a referendum, a petition, and a recall
3. A souvenir Carrie Nation hatchet
4. Book covers or paperback books of works by muckrakers
5. Chart of the Populist platform
6. Cartoons dramatizing the three Constitutional Amendments and other Progressive legislation
7. Articles by muckrakers of today

Creative writing:

1. Write an article about the problem as if you were a muckraker of today

Dramatization and demonstration:

1. A demonstration or parade for women's rights or reform in city government
2. A visitation to a saloon by the ladies of the Antisaloon League or the local temperance league as a protest

Buzz groups:

1. How do you find out about conditions needing reform? Do you become concerned about them?
2. Is there any evidence today of a revival of progressive reform which you know of? Do we need it?
3. What do you think contributed to the success of the progressive reformers?
4. What were the failures of the progressive reform period?

Conclusion

I think that the Progressive reformers succeeded when the Populist reformers had failed because _____

_____

_____

_____

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6. Wade, History of the United States, pp. 548-81
7. Current, United States History, pp. 505, 492

Discovery Exercise

Lesson 24

CHILD LABOR: SHOULD THERE BE A LAW AGAINST IT?

An excerpt from The Bitter Cry of the Children: John Spargo

". . .In the spinning and carding [combing] rooms of cotton and woollen mills, where large numbers of children are employed, clouds of lint-dust fill the lungs and menace the health. The children have a distressing cough, caused by the irritation of the throat, and many are hoarse from the same cause. In bottle factories and other branches of glass manufacture, the atmosphere is constantly charged with microscopic particles of glass. In the wood-working industries, such as the manufacture of cheap furniture and wooden boxes, and packing cases, the air is laden with fine sawdust. Children employed in soap and soap-powder factories work, many of them, in clouds of alkaline dust which inflames the eyelids and nostrils. Boys employed in filling boxes of soap-powder work all day long with handkerchiefs tied over their mouths. In the coal-mines the breaker boys breathe air that is heavy and thick with particles of coal, and their lungs become black in consequence. . . .

"The children who work in the dye rooms and print-shops of textile factories, and the color rooms of factories where the materials for making artificial flowers are manufactured, are subject to contact with poisionous dyes, and the results are often terrible. Very frequently they are dyed in parts of their bodies as literally as the fabrics are dyed. . . .

"Children employed as varnishers in cheap furniture factories inhale poisonous fumes all day long and suffer from a variety of intestinal troubles in consequence. The gilding of picture frames produces a stiffening of fingers. The children who are employed in the manufacture of wall papers and poisonous paints suffer from slow poisoning. The naphtha fumes in the manufacture of rubber goods produce paralysis and premature decay. . . ."

1. What does John Spargo see as the tragedy or the problem?
2. What values does John Spargo hold which cause him to object to the conditions above? Do you agree or disagree?
3. What do you think were the values of the employer or manager of the factories described above?

Senator Redfield Proctor, Vermont

". . .These child-labor laws fifty years ago in England and in New England in the early days of manufacturing were a necessary protection; but in my somewhat long life. . .I have never known any abuse of child labor. Public sentiment would correct it. I have never known an employer but who carefully guarded [against] any violation of what was right. I suppose there is a child-labor law on the statue book of Vermont. I never knew it to be invoked. . . . Public sentiment takes care of it."

1. Why does the Senator think that the child labor law in Vermont has rarely, if ever, been invoked?
2. Why do you think the law has never or rarely been invoked? Do you agree or disagree with Senator Proctor?
3. What is necessary for "public sentiment" to correct a problem or condition? Do you think public sentiment is a reliable check?

Senator Thomas W. Hardwick, Georgia

"I want to ask [the people who want to abolish child labor] today throughout this country, in the United States and out of it, what they propose to do with a child who is the sole support of his widowed mother, when they take from him his opportunity to work; what substitute are they going to give? Are you going to let them both---mother and child---starve, or become objects of public charity? I want to ask people in the United States, and out of it what they are going to say to honest, self-respecting orphan boy, 12 or 13 years old, born on Georgia soil, when they say to him, 'You shall not work,' even if the alternative is public charity? And what is the substitute that you offer?"

1. What do you think is the main concern of Senator Hardwick: the possible starvation of widows and orphans, the growth of public welfare rolls, or other? Explain.
2. Do you think Senator Hardwick is for or against a child labor law? What clues in the passage do you find?

"Child Labor" by Charlotte Gilman

No fledgling feeds the father bird!
No chicken feeds the hen!
No kitten mouses for the cat---
This glory is for men:

We are the Wisest, Strongest Race---
Loud may our praise be sung!
The only animal alive
That lives upon its young!

1. Is the poet for or against child labor? What proof do you find to support your view?
2. What is the message of the poem?
3. How does this relate to Senator Hardwick's statement previously?

Senator Nathan B. Scott, West Virginia

". . .A gentleman by the name of Markham, writing a magazine article not long ago, said that he had visited the glasshouses [glass factories] and had seen children---boys and girls---with emaciated forms, with their eyes, as it were, protruding from their sockets, all due to overwork. He spoke of their little bodies being blistered by the hot furnaces, and a lot more of that kind of magazine stuff, for it is nothing but stuff.

"I have been engaged in the manufacture of glass for thirty-five years and over, Mr. President, and if Mr. Markham had come to see my factory. . .[he] would not [have seen] anything like that which he described in his magazine article.

". . .The glasshouse boy of today becomes the glass manufacturer of tomorrow. . . . They were boys who saved their money; boys who learned their trade well, and in the course of a few years became manufacturers.

". . .[Today]two-thirds of the men engaged in the manufacture of glass have come from the factory---boys who learned their trade while they were earning good wages, boys who earned from a dollar and a half a day. . . ."

1. Why do you think Senator Scott resented the magazine article on bad conditions in glass factories?
2. What argument does he present for continuing the use of child labor? Do you think that this is his true reason for supporting child labor? Why or why not?

Senator Albert J. Beveridge, Indiana

". . .[If]it is good for the 'interests of the Nation' to prohibit the transportation of insects from State to State; if it is good for the 'interests of the Nation' to prohibit the importation of convict-made goods. . . If we have the power to prohibit convict-made goods to interstate commerce, as we have; if we have actually prohibited the transportation of gold and silver merely because they had two words which inconvenienced the business of certain men in New York and New Jersey, all upon the theory that it affected the 'interests of the Nation,' to again use Chief Justice Marshall's famous phrase: How much more have we got the power to prohibit the transportation in interstate commerce of child-made goods which affect the 'interests of the Nation,' aye, and the perpetuity [endurance] of the Nation?

". . .Why did we never hear before of any 'danger of the extension of the Federal power' when you were enacting those statutes? Why is it then only when we attempt to stop the murder of children and the debasement of our race and the ruin of our citizens by prohibiting the transportaioon of child-made goods in interstate commerce that Senators are aroused in defense of an artificial liberty?

1. Why does Senator Beveridge think child labor is wrong?
2. Under what authority does he think the federal government can restrict child labor?
3. To what argument against a federal child labor law does he refer?
4. Why does Beveridge charge that opponents of child labor laws are defending an "artificial liberty." Do you agree or disagree?

Lesson 25

WAR AND ISOLATIONISM

I. Submarines and War Trade
   A. Problem of "partial" neutrality
   B. Unrestricted submarine warfare
   C. Declaration of war

II. Home Front and the War

III. Peacemaking
   A. Wilson's 14 Points
   B. Debate over League of Nations

IV. Disillusionment and Isolationism
   A. Harshness of war
   B. War profiteering
   C. Death of idealism
   D. Ocean as a buffer

Problem

Why did the United States go to war and reject the peace?

Activities

Student reports:

1. Lusitania sinking
2. American war trade
3. British control of information
4. George Creel's Committee on Public Information
5. The Campaign of the Food Administration
6. Liberty Bonds
7. The hostility between Henry C. Lodge and Woodrow Wilson
8. Article 10 of the League of Nations Covenant and debate
9. World War I casualties, weapons, strategies
10. Nye committee on war profiteering

11. Sedition Act of 1917-18
12. Treaty of Versailles
13. Neutrality laws

Displays:

1. Chart on American casualties
2. Chart comparing industrial production before, during and after the war
3. Illustrations of American uniforms
4. Cartoons on "war profiteering"
5. Liberty bond and fuel conservation posters

Musical expression (What does it tell about American attitudes at the time of World War I?)

1. "Tipperary"
2. "Keep the Home Fires Burning"
3. "Over There"
4. "There's a Long, Long Trail"
5. "Oh How I Hate to Get up in the Morning"
6. "How ya Gonna Keep 'em Down on the Farm After They've Seen Pareee?"
7. "I Didn't Raise My Boy to be a Soldier" (before American entry into war)

Dramatization and demonstration:

1. Dramatize soldier leaving for war in high-spirited adventure and returning with grim reality

Buzz groups:

1. Why do you think people sang happy songs about war in World War I and not since?
2. Do you think the United States should have joined the League of Nations? Why or why not?
3. Are pressures on people to avoid criticism of war necessary?
4. Should the United States have entered World War I?
5. Why do you think Americans were more willing to "save the world for democracy" abroad than to permit Black Americans full citizenship at home?

Conclusion

I think that the United States entered World War I because _____

_____

_____

_____

I think the United States rejected the peace treaty because _____

_____

_____

_____

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Discovery Exercise

Lesson 25

WHY DID THE UNITED STATES ENTER THE WORLD WAR?

A. "You are instructed to deliver textually the following note to the Minister for Foreign Affairs. . . .

"Illegal and inhuman acts, however justifiable they may be thought to be against an enemy who is believed to have acted in contravention of law and humanity, are manifestly indefensible when they deprive neutrals of their acknowledged rights, particularly when they violate the right to life itself. If a belligerent cannot retaliate against an enemy without injuring the lives of neutrals, as well as their property, humanity, as well as justice and a due regard for the dignity of neutral powers, should dictate that the practice be discontinued. . . ."

1. To the government of what nation is this note addressed?
2. Does the author of this note believe that there is ever a time when interference with neutral trading shipping rights is justified? Do you?
3. Why do you think nations at war try to halt the flow of trade between their enemy and neutral nations? Do you think this fair?

B. "We must defend our commerce and the lives of our people. . . . Since it has unhappily proved impossible to safeguard our neutral rights by diplomatic means. . .there may be no recourse but to ARMED neutrality, which we shall know how to maintain and for which there is abundant American precedent. . . .

"I request that you will authorize me to supply our merchant ships with defensive arms should that become necessary. . . ."

1. Who do you think is talking? What are your clues?
2. How does the speaker hope to defend American neutral rights of trade? What do you think of his idea?

C. "Intend to begin submarine warfare unrestricted. In spite of this, it is our intention to endeavor to keep neutral the United States of America.

"If this attempt is not successful, we propose an alliance on the following basis with Mexico: That we shall make war together and together make peace. We shall give general financial support, and it is understood that Mexico is to reconquer the lost territory in New Mexico, Texas, and Arizona. The details are left to you for settlement."

1. What nation is sending this note? Why do you think so?
2. The note is addressed to the government of what nation?
3. What is being proposed or suggested in this note?

D. "Gentlemen of the Congress: I have called the Congress into extraordinary session because there are serious, very serious choices of policy to be made, and made immediately, which it was neither right nor constitutionally permissible that I should assume the responsibility of making.

"On the third of February last I officially laid before you extraordinary announcement of the Imperial German Government that on and after the first day of February it was its purpose to put aside all restraints of law or of humanity and use its submarines to sink every vessel that sought to approach either the ports of Great Britain and Ireland or the western coasts of Europe. . . .

"We are accepting this challenge of hostile purpose because we know that in such a government, following such methods, we can never have a friend; and that in the presence of its organized power, always lying in wait to accomplish we know not what purpose, there can be no assured security for the democratic governments of the world. We are not about to accept gage of battle with this natural foe to liberty and shall, if necessary, spend the whole force of the nation to check and nullify its pretensions and its power. . .to fight thus for the ultimate peace of the world and for the liberation of its peoples, the German peoples included. . . ."

1. Who do you think is speaking? What are your clues?
2. Why does he ask for war?
3. For what does he propose that the nation will be fighting?

E. "The resolution now before the Senate is a declaration of war.

"No close student of recent history will deny what both Great Britain and Germany have, on numerous occasions since the beginning of the war, flagrantly violated in the most serious manner the rights of neutral vessels and neutral nations under existing international law as recognized up to the beginning of this war by the civilized world.

"England sought to make her order effective by the use of submerged mines. Germany sought to make her order effective by use of submarines. Both of these orders were illegal and contrary to all international law as well as the principles of humanity. . . .

"Many instances of cruelty and inhumanity can be found on both sides. Men are often biased in their judgement on account of their sympathy and their interests. To my mind, what we ought to have maintained from the beginning was the strictest neutrality. If we had done this I do not believe we would have been on the verge of war at the present time. . . .

"To whom does war bring prosperity? War brings prosperity to the stock gambler on Wall Street. . .concealed in their palatial offices. . .covered with clipped coupons. . .coupons dyed in the lifeblood of their fellow men. . . By our act we will make millions of our countrymen suffer,. . .millions of broken-hearted women must weep. . .and all because we want to preserve the commercial right of American citizens to deliver munitions of war to belligerent nations."

1. Do you think the speaker holds any particular office?
2. Why does he feel that war with Germany is not justified? Do you agree or disagree?
3. Who does he claim will profit from war and support it?
4. What does he see as the cause of American entry into war? Do you agree or disagree?

Lesson 26

ROARING 20's

I. Key to a Decade
   A. Disillusionment over war
   B. Decline of small town and rural population
   C. New inventions
   D. Post-war business prosperity

II. Light Side
   A. Hero worship
   B. Revolt of women
   C. "Get rich quick" spirit
   D. Holiday mood

III. Somber Side
   A. Scandals in government
   B. Lynching and racism
   C. Organized crime
   D. Intolerance and the Ku Klux Klan

Problem

Why were the ideals and humanitarian concerns of the Progressive era rejected by Americans in the 1920's?

Activities

Student reports:

1. The new role of women in World War I
2. The automobile and its effects on living patterns
3. The spread of the '20's culture: radio, movies, magazines
4. Hero of the air: Charles Lindberg
5. Hero of the film: Rudolph Valentino
6. Hero of the diamond: Babe Ruth
7. Heroes of the gridiron: Knute Rockne and Red Grange
8. The flapper girl: the emancipated woman
9. Mass advertising and the love of material things

10. Alcohol and Al Capone
11. Organized Crime: Autos, tommy guns, booze, and public indifference
12. The Palmer raids
13. Lynching and the fight against it
14. Restriction of immigration and anti-foreign feeling
15. Flag pole sitting and fads
16. Beliefs and activities of the Ku Klux Klan in the 1920's
17. Fathers of Jazz: Duke Ellington and Louis Armstrong
18. W. C. Handy and the birth of the blues
19. Tea Pot Dome and other scandals of the Harding era
20. The Harlam Renaissance
21. Sinclair Lewis: Mainstreet and Elmer Gantry
22. Scott Fitzgerald: literary darling of the '20's
23. Marcus Garvey

Displays:

1. Illustrations or models of 1920's cars
2. Illustrate changes in women's fashions in the '20's
3. Collage on the different aspects of the 1920's
4. Chart on immigration and its reduction by the quota system of the 1920's
5. Book covers or paperback books from authors of the 1920's
6. Cartoons on scandals of the 1920's
7. Illustrate advertisements of 1920's and slogans

Musical expression:

1. Medley of tunes from the 1920's such as "How ya Gonna Keep 'em Down on the Farm After They've Seen Paris." After each song, ask the class to discuss how the song related to society and culture in the 1920's.

Buzz groups:

1. President Calvin Coolidge said that "The business of America is business." What does this tell you about the 1920's?
2. Do you think the 1920's are best characterized by "new freedom" or "irresponsibility"? Explain
3. What do you think was responsible for the growth of intolerance and racism after the world war?

Conclusion

I think that Americans in the 1920's rejected the ideals and humanitarian concerns of the Progressive era because _____

_____

_____

_____

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2. The Jazz Age, parts I and II

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Lesson 27

DEPRESSION AND NEW DEAL

I. Depression
   A. Causes
   B. Effects
   C. Hoover's response

II. New Deal
   A. Roosevelt and new confidence
   B. Relief and recovery legislation
   C. Permanent reforms

Problem

Did the New Deal usher in a new era or new deal for the average man?

Activities

Guest speakers:

1. A representative from local Social Security Office
2. A banker for the banker's viewpoint of banking legislation

Student reports:

1. Comparison of the increases in profits and the increases of wages in the 1920's
2. Poverty in the 1920's: profits for the few---poverty for the many
3. False expansion of consumer buying power: easy loans, margin and installment buying in the 1920's
4. Henry Ford and the improved assembly line
5. Frederick Taylor: Father of the scientific "management" or "speed up"
6. The Bonus March
7. Hoovervilles and hunger
8. The burning and destruction of Anacostia Flats
9. Hoover's philosophy of "rugged individualism"
10. Hoover's hesitant attempts at relief
11. Speculation in stocks and the crash
12. Relief legislation: FERA, PWA, WPA, CCC, NYA
13. Recovery legislation: NRA, AAA
14. Permanent reforms: Social Security, FDIC, Securities Exchange Commission, Wagner Act

15. The plight of Black Americans: "Last hired, first fired"
16. Father Divine and religious cooperatives
17. Dust Bowl and exodus of despair
18. Tennessee Valley Authority: An experiment in socialism
19. What Social Security Can Do For You and the cost and system
20. Roosevelt's Brain Trust
21. Government by Big Business: 1920's
22. Report on the ways the New Deal improved Oklahoma City (look for PWA, WPA initials on sidewalks, tennis courts, etc.)
23. The attack of the conservative court on the New Deal
24. Roosevelt's Fire Side Chats
25. Huey P. Long and Francis Townshend

Displays:

1. Depression scenes: apple sellers, soup lines, children raiding garbage cans, etc.
2. Illustration of the "Blue Eagle Insignia" of NRA
3. Cartoon illustrating "pump priming"

Musical expression:

1. Songs of the 1930's---a medley
   (Invite the class to discover why these songs were popular and how they reflected conditions)

Dramatization and demonstration:

1. Tableaux on the despair of the Depression
2. Dramatize scene around campfire of homeless Okies going west
3. Roosevelt's inaugural address
4. Roosevelt's fire side chat on emergency banking legislation

Buzz groups:

1. If you increase the production of factories five times more than wages, what do you think happens?
2. Since prosperity for most Americans consisted of a car, a house and household goods owned on credit, why do we call the 1920's an age of prosperity?
3. In the 1920's 5% of the people received 1/3 of all personal income. How do you think that affected the coming of the Depression?
4. Why do you think Roosevelt called the average American the "forgotten man"?
5. Do you think the permanent reforms such as social security, regulation of the stock market, and others would have ever been passed without the Depression?

Conclusion

I think that the New Deal (did - did not) usher in a new era or new deal for the average man because _____

_____

_____

_____

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5. Shafer, United States History for High Schools, pp. 541-72
6. Todd, Rise of the American Nation, pp. 626-53, 665-92
7. Wade, History of the United States, pp. 668-710
8. Current, United States History, pp. 566-85

Discovery Exercise

Lesson 27

WAS "HELPING YOURSELF" THE ANSWER TO THE GREAT DEPRESSION?

A. "Middletown, New York, December 24---Attracted by smoke from the chimney of a supposedly empty summer cottage near Anwana Lake in Sullivan County, Constable Simon Glaser found a young couple starving. Three days without food, the wife, who is 23 years old, was hardly able to walk.

"The couple, Mr. and Mrs. Wilfred Wild of New York, had been unemployed since their formerly wealthy employer lost his money, and several days ago they invested all they had, except 25 cents for food, in bus fare to this region in search of work. Finding none, they went into the cottage, preferring to starve rather than beg. They said they had resigned themselves to dying together.

"An effort is being made to obtain employment for them, but if this fails they will be sent back to New York."

1. Why were the couple without money?
2. How had they spent their last funds?
3. What was their state of mind when found?

B. "Walking through an American city, you might find a few signs of the Depression visible---or at least conspicuous [obvious]---to the casual eye. You might notice that a great many shops were untenanted, with dusty plate-glass windows and signs indicating that they were ready to lease; that few factory chimneys were smoking; that the streets were not so crowded with trucks as in earlier years, that there was no uproar of riveters to assail the ear, that beggars and panhandlers were on the sidewalks in unprecedented numbers (in the Park Avenue district of New York a man might be asked for money four or five times in a ten-block walk).

1. How would you feel if you walked down the streets of our city if they were like the above?
2. Would you believe jobs were available in a depression city like the above?

C. ". . .I am confident that our people have the resources, the initiative, the courage, the stamina, and kindliness of spirit to meet this situation in the way they have met their problems over generations.

"I will accredit to those who advocate federal charity a natural anxiety for the people of their states. I am willing to pledge myself that if the time should ever come that the voluntary agencies of the country together with the local and state governments are unable to find resources with which to prevent hunger and suffering in my country, I will ask the aid of every resource of

the federal government because I would no more see starvation amongst our countrymen than would any senator or congressman. I have the faith in the in the American people that such a day will not come."

1. How did President Hoover think the Depression could be cured?
2. What do you think Hoover would describe as "starvation"?

D. ". . .Some of my friends tell me that they do not want the government in business. With this I agree; but I wonder whether they realize the implications of the past. For while it has been American doctrine that the government must not go into business in competition with private enterprises, still it has been traditional particularly in Republican administrations for business urgently to ask the government to put at private disposal all kinds of government assistance. The same man who tells you that he does not want to see the government interfere in business---and he means it, and has plenty of good reasons for saying so---is the first to go to Washington and ask the government for a prohibitory tariff on his product. When things get just bad enough---as they did two years ago---he will go with equal speed to the United States government and ask for a loan; and the Reconstruction Finance Corporation is the outcome of its own special interests, without realizing that the function of government must be to favor no small group at the expense of its duty to protect the rights of personal freedom and of private property of all its citizens."

1. Who do you think is speaking? What are your clues?
2. Does he see a contradiction in the attitudes and actions of some businessmen?
3. How does he see the role or function of government? What do you think?

Lesson 28

RISE OF DICTATORSHIPS

I. Obtaining and Keeping Support
   A. Appeal to fear: internal or external threat
   B. Appeal to hatred and use of scapegoats
   C. Appeal to pride and patriotism
   D. Propaganda and silencing critics

II. Aggressions
   A. Japanese
   B. Italian
   C. German
   D. Russian

III. American Response
   A. Neutrality Acts
   B. Letters to leaders
   C. Loans to China

Problem

What factors led to the rise of dictatorships and the bold aggressions which plunged the world into war?

Activities

Student reports:

1. Poverty and the world-wide depression
2. Claims to racial superiority by Japanese, Italians, and Germans
3. Dictators' promises of power and prosperity
4. Japan's plan for a "New Order" in Asia
5. Hitler's "New Order" for Europe
6. Krupp family and its support of Hitler
7. The purges of Joseph Stalin
8. Glorification of war and militarism in Japan, Germany, and Italy
9. The attack on labor unions and Communists by Mussolini and his Black Shirts

10. The election of 1932 in Germany and votes for Nazi party
11. Joseph Goebbels: Master mind of propaganda
12. The burning of the Reichstag: a pre-election drama
13. Hitler's life and Mein Kampf
14. Munich Conference and appeasement
15. German systematic campaign against the Jews
16. Jessie Owens' victory in World Olympics: Berlin, 1936
17. Roosevelt's "Quarantine Speech" and letters to dictators
18. Prosperous American trade with Japan
19. German resentment of the Versaille Treaty (World War I)
20. American disillusionment with World War I and Neutrality Acts
21. Rome-Berlin Axis and Axis Pact

Displays:

1. Symbols of World War II: swastika, "rising sun," Chamberlain's umbrella, and others
2. Map showing Hitler's expansion before 1940
3. Map showing Japanese expansion into Manchuria and China
4. Map showing Soviet expansion into Eastern Europe
5. Map showing Italian expansion into Ethiopia and Albania

Dramatization and demonstration:

1. Haile Selassie's moving speech before the League of Nations
2. Airport scene in which Chamberlain waves white paper and announces "peace in our time"
3. An emotional speech by Adolf Hitler justifying Sudetenland
4. Parade of "goose stepping" soldiers of the Reich

Buzz groups:

1. Do you believe Japan, Italy, and Germany were truly "have not" nations?
2. If Mussolini and Hitler used high-pressure indoctrination successfully to sell fascism to their people, should we teach democracy the same way?
3. If Hitler and Mussolini had not been assured that the United States would remain neutral, do you think they would have been as bold?
4. Do you think it would be possible for a would-be dictator in the United States today to gain control of the government by using the same appeals as the dictators in the 1930's?

Conclusion

I think that the factors which led to the rise of dictatorships and the bold aggressions of the 1930's were the following: _____

_____

_____

_____

Films

1. Road to World War II
2. The Twisted Cross---parts I and II
3. World War II: Prologue
4. Day in Infamy
5. New Parade: 1938
6. Berlin: Kaiser to Kruschev

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2. Eibling, History of Our United States, pp. 540-41
3. Eibling, Story of America, pp. 540-41
4. Shafer, A High School History of Modern America, pp. 577-93
5. Todd, Rise of the American Nation, pp. 698-708
6. Wade, History of the United States, pp. 711-31
7. Current, United States History, pp. 544, 607, 649-53

Discovery Exercise

Lesson 28

HOW DID HITLER GAIN SUPPORT?

A. "The Aryan regards work as the basis for the maintenance of the national community as such; the Jew regards work as a means of exploiting other people. . . .It does not matter whether the individual Jew is 'decent' or not. He has certain traits which nature has given him and he can never rid himself of these traits. The Jew is harmful to us. Whether he harms us consciously or unconsciously is not the question. . . .With boundless love, as a Christian and as a man, I read the passage which relates how the Lord finally gathered His strength and made use of the whip in order to drive the usurers, the vipers, and the cheats from the temple."

1. Why do you think Hitler claimed that the traits he ascribed to Jews were part of their nature and could not be changed?
2. Why do you think he inserted the phrase "as a Christian and as a man"?
3. How does he attempt to avoid arousing sympathy for the Jews? To what does he compare them?

B. "Lord God! We promise thee that for our liberty we will make sacrifices to our last breath and unto this purpose we ask thy blessing."

1. For what cause does Hitler claim to be fighting?
2. Do you think the Nazis were seeking liberty for Germany?
3. Do you think that most people would think all actions for "liberty" would thus be justified?

C. "The Red mob is threatening in Berlin. . . .It is our mission now to forge a strong weapon---namely, will and energy--so that when the hour comes and the Red dragon raises itself to strike, at least a part of our people will not give up and despair, but will be determined to resist it. . . .We do not want to fight for the German Reich or the state, but those getting ready to strike it down. Thus I am standing for exactly the same principles that I stood for already a year ago. We are convinced that a final showdown will come in this fight against Marxism."

1. From what does Hitler calim to be protecting the German people?
2. Would this play on any emotion? If so, which one?
3. What image is Hitler trying to project for the Nazis?

D. "In the course of my life I have very often been a prophet, and I have usually been ridiculed for it. During the time of my struggle for power, it was in the first instance the Jewish race which received my prophecies with laughter when I said that I would one day take over the leadership of the state, and with it that of the whole nation, and that I would then, among many other things, settle the Jewish problem. . . ."

1. How do you think some people looked upon Hitler and his claims in his early days before he assumed power?
2. Did Hitler reveal his plans and feelings before or after taking power?
3. How does he use hostility towards a group of people to his political advantage?

E. "The Jewish watchword 'Workers of the world unite!' will be conquered by a higher realization, namely, 'Workers of all classes and of all nations, recognize your common enemy!"

1. How did Hitler manage to connect hostility toward Jews and fear of communism? Do you think this was a good political tactic?
2. Do you think this tactic could ever be used again?

F. "The magnitude of a lie always contains a certain factor of credibility, since the great masses of the people in the very bottom of their hearts tend to be corrupted rather than consciously and purposely evil, and that, therefore, in view of the primitive simplicity of their minds, they more easily fall a victim to a big lie than to a little one, since they themselves lie in little things, but would be ashamed of lies that were too big. Such a falsehood will never enter their heads, and they will not believe in the possibility of such monstrous effrontery and infamous misrepresentation in others; yes, even when enlightened on the subject, they will long doubt and waver, and continue to accept at least one of these causes as true. Therefore, something of even the most insolent lie will always remain and stick. . . ."

1. Why does Hitler believe that the average man tends to believe a big lie more easily and readily than a small one?
2. Do you think Hitler shows any understanding of psycology?

Lesson 29

WAGING WORLD WAR II

I. Arsenal of Democracy
   A. Destroyer Deal
   B. Lend Lease

II. Pearl Harbor and Declaration of War

III. Homefront
   A. Battle of Production
   B. Rationing and price controls
   C. A presidential election

IV. Hard Road to Victory
   A. Tasting defeat
   B. 1943: a turning point

Problem

Was victory for the allied nations a foregone conclusion after the United States entered the war?

Activities

Student reports:

1. Historic meeting off Newfoundland and the Atlantic Charter
2. Blitzkrieg: a new kind of warfare
3. Dunkirk and the fall of France
4. Battle of Britain
5. Pearl Harbor Attack: A Day in Infamy
6. The fall of Bataan and the Philippines
7. Battle of Midway: turning point in the Pacific
8. Checkmating the "Desert Fox"
9. Battle of Iwo Jima
10. Normandy Invasion: D-Day
11. Battle of the Bulge
12. Hitler's big gamble: the invasion of Russia
13. The role of women in the war

14. Dr. Charles Drew and discovery of blood plasma
15. Homefront war against discrimination in war industries plants
16. Integration during the Battle of the Bulge: a single fighting company
17. War bond campaign
18. The battle of the ration books: a housewife's dilemma
19. The fall of Berlin and death of Hitler
20. Using the Atomic Bomb

Displays:

1. Map showing Japan's high-water mark of conquest
2. Map showing German-Italian high-water mark of conquest
3. Map showing Battle of the Bulge
4. Posters advertising war bonds
5. Illustrations of uniforms of WAVES, WACS, and SPARS
6. Advertisements showing conversion to war production: Buick made tanks, camera companies made telescopic signs
7. A ration book (real or created)

Dramatization and demonstration:

1. Signing of surrender aboard Battleship Missouri by Japanese and MacArthur's remarks
2. Tableaux on war effort at home and as a soldier

Buzz groups:

1. Do you think that the American people would have ever united in going to war without the attack on Pearl Harbor?
2. If Japan had been able to consolidate all her conquests, do you think the United States could have defeated her?
3. If you had been president, would you have dropped the Atomic bomb on Japan? Would you have been willing to drop it on Berlin?
4. Do you think that the United States and Britain could have won the war if they had not joined hands with the Soviet Union?

A Class Survey: Your Family in History
(The class might interview adult members of their families and ask these or other questions.)

1. What were you doing on the day of the Pearl Harbor attack? How did you feel when you heard the news?
2. How did you aid in the war effort?
3. Did the family suffer casualties?

Conclusion

I think that victory (was - was not) a foregone conclusion for the Allies after Pearl Harbor because _____

_____

_____

_____

Films

1. Franklin Roosevelt; War Years
2. America Goes to War
3. World War II: Triumph of the Axis
4. World War II: Triumph of the Allies
5. News Parade: 1944

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14. Wheeler, Richard, "The First Flag Raising on Iwo Jima," American Heritage, (June, 1964)
15. Darby, Perry, "Rehearsal for World War II," American Heritage, (April, 1967), the sinking of the U.S.S. gunboat Panay in 1937 by Japan
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6. Shafer, United States History for High Schools, pp. 599-621
7. Todd, Rise of the American Nation, pp. 708-39
8. Wade, History of the United States, pp. 732-48

Lesson 30

COOPERATION TO CONTAINMENT

I. Victory and Founding of the United Nations

II. Cold War
   A. Division of Europe and Germany
   B. Struggle in Greece
   C. Berlin Blockade

III. Containment
   A. Foreign Aid
   B. Military Alliances

Problem

Why did the United States and the Soviet Union change from allies to antagonists?

Activities

Student reports:

1. The Cominform
2. The Security Council of the UN: its role and composition
3. The World Bank
4. UNESCO and WHO: United Nations
5. Dr. Ralph Bunch: American mediator for UN
6. Marshall Plan
7. Truman Doctrine and Point Four
8. Warsaw Pact
9. Concept of "collective security"
10. NATO, SEATO, Rio Pact, Baghdad
11. Winston Churchill's Iron Curtain speech
12. Berlin airlift
13. The takeover in Czechoslovakia
14. The congenial meeting of American and Soviet troops at the Elbe after World War II

Displays:

1. Map of Germany showing occupation zones
2. Map of Europe showing Communist and noncommunist nations
3. Maps of NATO and SEATO countries

Dramatization and demonstration:

1. Set up a security council
2. Churchill's Iron Curtain speech

Buzz groups:

1. Does the General Assembly of the UN as a "town meeting of the world" have any value?
2. Do you think that the VETO power of the great powers protects or handicaps the United States?
3. Do you regard foreign aid as an expression of friendship or as a weapon of the Cold War?
4. Do you think the Cold War could have been avoided?

Conclusion

I think that the United States and the Soviet Union changed from allies to antagonists because _____

_____

_____

_____

Films

1. The Cold War: Early Period
2. Communist Blueprint for Conquest
3. Why NATO
4. Focus on NATO
5. Communism in Conflict: Czechoslovakia in Chains

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3. Eibling, History of Our United States, pp. 559-91
4. Eibling, Story of America, pp. 559-91
5. Shafer, A High School History of Modern America, pp. 621-43
6. Shafer, United States History for High Schools, pp. 621-43
7. Todd, Rise of the American Nation, pp. 745-86
8. Wade, History of the United States, 753-75

Lesson 31

WAGING WAR AGAINST COMMUNISM

I. Communist Victory in China

II. Communist Aggression in Korea
   A. Post-war division of Korea
   B. American-UN police action
   C. Korean truce

III. Fear and Suspicion at Home
   A. Leak of atomic secrets
   B. "Conspiracy" theory for Chinese Communist victory
   C. McCarthy hearings and their effects

Problem

How did the United States react to the frustration and disappointment of seeing communism spread in Asia?

Activities

Student reports:

1. The A-Bomb Spys (Ethel and Julius Rosenberg)
2. Whittaker Chambers and Alger Hiss
3. House Committee on Unamerican Activities and the Subversive Activities Control Board
4. Chiang Kai Shek
5. Mao Tse Tung
6. The sayings of Chairman Mao
7. Security council sessions on Korea
8. Bombing across Yalu and entry of Chinese troops
9. Truman-MacArthur controversy
10. Communist Control Act of 1954
11. The Communist political party in the United States
12. Government Security Classifications and Clearances
13. The status of the Korean truce today

U. S. HISTORY I

Displays:

1. Map showing Communist countries in Asia and Europe
2. Map showing Formosa and Communist China
3. Map of Korea showing 38th parallel and demilitarized zone
4. Loyalty Oath required for Oklahoma state employees
5. Two maps of Korea showing fartherest advances of allies and communists

Dramatization and demonstration:

1. Meeting between North Korean and United Nations representatives at Panmunjom
2. Unamerican Activities Committee investigation of government official suspected of having Communist leanings

Buzz groups:

1. What is a Communist? How is the term used today? How should it be used in your opinion?
2. Do loyalty oaths help to insure against Communist infiltration of government?
3. What do you think of someone if you hear they have been accused by a senator of being a communist?
4. Was a principle at stake in Korea?

Conclusion

The United States' reaction to the spread of Communism in Asia after World War II was _____

_____

_____

_____

Films

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3. Eibling, History of Our United States, pp. 564-84
4. Eibling, Story of America, pp. 564-84
5. Shafer, A High School History of Modern America, pp. 643-55
6. Shafer, United States History for High Schools, pp. 643-55
7. Todd, Rise of the American Nation, pp. 773-93
8. Wade, History of the United States, pp. 756-59, 763-67

Lesson 32

EXPANSION OF DEMOCRACY

I. Early Leaders
   A. Booker T. Washington and patience
   B. W. E. B. Du Bois and activism

II. Racial Justice Through the Courts
   A. Plessy vs. Ferguson
   B. Brown vs. Board of Education

III. Martin Luther King and nonviolent Protest
   A. Sit-ins
   B. Freedom riders
   C. Marches: Selma and Washington
   D. Results

Problem

Has the Civil Rights movement awakened America to the need for a greater democracy?

Activities

Guest speakers:

1. A representative of the NAACP
2. A representative of the Urban League

Student reports:

1. The Atlanta Compromise
2. The founding of the Niagara Movement and the NAACP
3. The founding of the Urban League
4. Pitchfork Ben Tillman
5. The KKK and White Citizens' League since the 1920's
6. George Washington McLaurin and the University of Oklahoma
7. James Meredith and the University of Mississippi
8. President Eisenhower's handling of the 1956 Little Rock crisis
9. The extent of segregation in the South before World War II
10. The career of Thurgood Marshall

11. The Montgomery, Alabama, bus boycott
12. Economic sanctions as a means of social change
13. The union as a bar to Negro employment
14. The Black Muslums and the Black Panthers
15. Black Studies programs in colleges and universities
16. Methods of keeping Negroes from voting (literacy tests, grandfather clauses, poll taxes, etc.)

Displays:

1. Jim Crow signs ("Whites Only," etc.)
2. Civil Rights Picket signs

Dramatization and demonstration:

1. Nonviolent sit-in demonstration
2. Civil Rights worker explaining to Southern Blacks why it is important to register and vote

Buzz groups:

1. "Separate but Equal" -- What did it mean in theory? In practice?
2. What does democracy mean to you? Did it have the same meaning 50 years ago to people then?
3. Are Open Housing Laws necessary to bring about open housing in practice?
4. In a democracy can the majority vote to deprive a minority of their civil rights?

Conclusion

The Civil Rights movement (has - has not) awakened America's conscience because _____

_____

_____

_____

Films

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2. Current, United States History, pp. 400, 477, 701
3. Eibling, History of Our United States, pp. 607-16, 626-29
4. Eibling, Story of America, pp. 607-16, 626-29
5. Shafer, A High School History of Modern America, pp. 661-62
6. Shafer, United States History for High Schools, pp. 661-62
7. Todd, Rise of the American Nation, pp. 803-08
8. Wade, History of the United States, pp. 795-803, 809-11

Lesson 33

LAWS FOR SOCIAL REFORM

I. The Goals of the "New Frontier"
   A. Organize the Peace Corps
   B. Reduce poverty at home
   C. Sign Nuclear Test Ban Treaty: 1963
   D. Promote racial equality
   E. Attack urban problems
   F. Improve education
   G. Renew economic growth

II. Toward the "Great Society"
   A. War on poverty program
   B. Civil Rights Acts
   C. Medicare and Medicaid
   D. Highway Beautification Act
   E. Immigration Act of 1965
   F. Education acts
   G. Urban renewal

Problem

What are the concerns, values and philosophy of the "New Frontier" and "Great Society" programs?

Activities

Guest speakers:

1. A VISTA worker
2. Representative from local office of Economic Opportunity
3. Representative from Urban Renewal in Oklahoma City
4. Welfare representative to discuss Medicaid
5. Local administrator for Title I, II, III or IV in school system

U. S. HISTORY I

Student reports:

1. The Presidential election of 1960
2. The Peace Corps, Food for Peace
3. Congressional defeat of the Kennedy medicare, aid to education
4. The death of President John F. Kennedy
5. Kennedy successes: increased minimum wage, Water Pollution Act, economic growth, public housing, mental health, and aid to depressed areas
6. Operation Head Start
7. Economic Opportunity Act of 1964: VISTA, Job Corps, Neighborhood Youth Corps
8. A modern muckraker: Ralph Nader
9. Kennedy's efforts for Wage-Price control
10. Voting Rights Act of 1965 and Civil Rights Acts
11. 1965 Elementary and Secondary Education Act and the local results
12. National Foundation for the Arts and Humanities
13. Problems of Cities and proposed solutions
14. Presidential election of 1964: a boost to Great Society program
15. Effect of the cost of Vietnam war on domestic programs
16. Appalachia

Displays:

1. Plans for completion of local urban renewal project
2. City map locating areas of urban renewal and involvement of VISTA

Musical expressions:

1. Collect records of folk songs of the 1960's which reflected the concerns of the "New Frontier" and "Great Society" programs

Dramatization and demonstration:

1. The inaugural address of President John F. Kennedy
2. The signing of the Nuclear Test Ban Treaty
3. Tableaux on the hopes and concerns of the social reform programs of the 1960's

Buzz groups:

1. Why do you think Lyndon Johnson won a landslide victory in 1964?
2. Do you see the social reforms of the 1960's as a continuation of the Progressive era and the New Deal or as something new?
3. Has the complexity of modern industrial society affected the way Americans have approached the solution of problems?
4. Do you think poverty is a national problem or a strictly personal one?

Conclusion

I think that the concerns, values, and philosophy of "New Frontier" and "Great Society" programs were (explain why) _____

_____

_____

Films

1. 1964, Part I and II
2. John F. Kennedy
3. 1963 News Parade

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2. Current, United States History, pp. 743-54, 554, 367
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4. Eibling, Story of America, pp. 618-37
5. Shafer, A High School History of Modern America, pp. 657-77, 677-79
6. Shafer, United States History for High Schools, pp. 657-79
7. Todd, Rise of the American Nation, pp. 786-93, 794-803
8. Wade, History of the United States, pp. 805-25

Lesson 34

FOREIGN POLICY HEADLINES

I. Indochinese War
   A. Ousting of the French
   B. Geneva Accord
   C. American involvement

II. Cuba
   A. Batista regime
   B. Castro's victory
   C. Bay of Pigs
   D. Cuban Missile Crisis

III. Latin America
   A. Alliance for Progress and Peace Corps
   B. Intervention in Dominican Republic

Problem

What have been the goals and purposes of American Foreign policy?

Activities

Student reports:

1. French Indochina: a colony
2. American aid to the French
3. Dienbienphu and talk of American intervention
4. The Geneva Accord (1954)
5. The "postponement" of the election of 1956
6. The Vietminh
7. The SEATO treaty and the protocol
8. Dgo Din Diem and his overthrow
9. American advisers under the Kennedy administration
10. The Gulf of Tonkin resolution
11. Arguments for American actions in Vietnam
12. Arguments against American actions in Vietnam
13. Johnson's Vietnam policy
14. Nixon's Vietnam policy

15. U-2 planes and surveillance of Cuba (1962)
16. Blockade of Cuba and removal of missiles
17. The Batista regime
18. Nuclear Test Ban Treaty and "hot line"
19. Alliance for Progress

Displays:

1. Map of French Indochina before World War II
2. Map of Indochina after Geneva Accord
3. Map of SEATO nations
4. Chart showing the cost of Vietnam War in dollars and lives

Dramatization and demonstration:

1. A hearing of the Senate Foreign Relations Committee on Vietnam
2. Signing of the Nuclear Test Ban Treaty

Buzz groups:

1. Do you think that the United Nations could have been called upon to a greater extent in settling the problems of Indochina?
2. Do you think the United States should have stopped the Bay of Pigs invasion or have joined it?
3. Do you see a difference between Russian missiles in Cuba and American air bases with strike capabilities which encircle the Soviet Union?
4. Do you think the Gulf of Tonkin resolution should have been passed by the Senate?

Conclusion

The goals and purposes of American foreign policy have been _____

_____

_____

_____

Films

1. Fidel Castro: A biography

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3. Shafer, A High School History of Modern America, pp. 662-67
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5. Todd, Rise of the American Nation, pp. 787-93
6. Wade, History of the United States, pp. 825-35